DOCUMENT RESUME

ED 262 791 IR 051 302

TITLE IFLA General Conference, 1985. UNESCO/IFLA Presession Seminar. Public Library Service for All: How to Serve Rural Areas. Papers.

INSTITUTION International Federation of Library Associations, The Hague (Netherlands).

PUB DATE Aug 85

NOTE 124p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference, Pressession Seminar (51st, Chicago, IL, August 11-16, 1985).

PUB TYPE Viewpoints (120) -- Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS *Developing Nations; Information Needs; International Organizations; Library Associations; *Library Cooperation; Library Planning; *Library Services; *Outreach Programs; Program Descriptions; *Public Libraries; *Rural Areas

IDENTIFIERS Africa; Asia (Southeast); Latin America

ABSTRACT

Papers on public library service to rural areas, which were presented at the 1985 UNESCO/IFLA (United Nations Educational, Scientific, and Cultural Organization/International Federation of Library Associations) presession seminar are compiled here and include: (1) "Characteristics and Needs of Various Groups, Families, and Other Community Groups" (Graciela Navarro, Uruguay); (2) "Rural Public Library Services in Southeast Asian Region: Indonesia, Malaysia, Philippines, and Thailand" (Navanit Intrama, Thailand); (3) "Public Library Services for Popular Areas in Latin America" (Alvaro Agudo Guevara, Venezuela); (4) "Establishing Outreach Programs: The Promotion and Marketing of Library Services" (Anne Mitchell-Gift, Trinidad and Tobago); (5) "Rural Area Library Services in the State of Santa Catarina, Brazil" (Mitsi Westphal Taylor, Brazil); (6) "The Problems of Public Library Service in Rural Communities in Africa" (Peter Chateh, Cameroon); (7) "Librarianship and Social Change in Latin America" (Rosario Gassol de Horowitz, Venezuela); (8) "Mobile Libraries: Tools for the Promotion of Public Library Services in Colombia" (Myriam Mejia, Colombia); (9) "Mexico and Its Program for Public Libraries 1983-1988" (Rosa Fernandez de Zamora, Mexico); and (10)"Rural Outreach in U.S.--Ohio" (John J. Philip, United States). (THC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

IFLA
1985

PUBLIC LIBRARY SERVICE FOR ALL: HOW TO SERVE RURAL AREAS
11-16 August 1985
UNIVERSITY OF ILLINOIS -Campus
CHICAGO 1933 Polk street

91-PRESESSION

3-E

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED262791

Characterics and needs of various groups families and other community groups

by

Bibga. Graciela NAVARRO
Encargada de Biblioteca
Biblioteca Municipal "Evaristo Ciganda"

Montevideo, Uruguay

IR051302

KEYWORD(S):

For internal use only: S1
To be brought to meeting no:
Monday 12-8
Remarks:
to be presented orally ☐
for distribution only ☐

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A.L. Van Wesemael
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CHARACTERICS AND NEEDS OF VARIOUS GROUPS

FAMILIES AND OTHER COMMUNITY GROUPS

1. Rural area delimitation

2. Average rural family characteristics

3. Uruguayan libraries realities

4. Three experences in Uruguayan rural libraries

4.1. Municipal library "Evaristo Ciganda" in Santiago Vázquez

4.2. Children Diocesan Library "Monsignor Herbé Seijas"

4.3. Juniors Rural Library "La Cañonera"

REPUBLICA ORIENTAL DEL

URUGUAY

1. RURAL AREA DELIMITATION

The "República Oriental del Uruguay" is divided into nineteen departaments, Montevideo, its capital city is the only metropolitan centre of the country. Therefore the idea of "Rural area" varies according to the distance away from Montevideo.

Uruguay can be divided into:

Area 0: Horticultural area (from Montevideo to Progreso)

Area 1: Farmer area (Canelones)

Area 2: Dairy, forage agricultural area (from Florida to Colonia)

Area 3: Wheat area (from Colonia to Salto)

Area 4: Cattle farms and agricultural area (rice, cereals and sugar cane in the East)

Area 5: Cattle farms

According to 1975 VInhabitants and III Housing Census the 19.1% of Uruguayan population is rural, that is to say 2.772.772 inhabitants that live in Uruguay, 529.599 are from rural areas.

The services that are commonly available in those areas are:

Polyclinics (without a usident doctor)

Rural schools

Shops where everything can be bought

Sports centres (without being institutions)

Sporadic dances

There is a metropolitan belt of 110 Km. from Montevideo, that includes Canelones and San José departments, which population has a wider society of services since colective transport media gets there.

As country areas have no public libraries we will consider where are no more that 7.000 or 8.000 inhabitants.

2. AVERAGE RURAL FAMILY CHARACTERISTICS

The average rural family has both parents (father and mother) and from two to eight children, number which depends on the social, economical and cultural level of the area.

The migration from provinces to urban centres is presently taken places sinde the vegetative grow of the agrarian etructure can't be absorved by itself.
The unequal distribution of the land and the inefficiency of the productive systems are the mani responible factors of the low rural development.

This migration has effect on both the migrating people and the society or community that receives them.
The farmer arrives with lower technical skills, and lowel level of development behaviour which are insuitable for the society in which is now living. At the same time while he moves away he contributes to the extruction oof the tradicional rural cultura.

Towns and cities can not only achieve the number of working posts required for the migrating that are continually coming but they are not to get over from the permanent lack of accomodation as well, since this means large investments and a high level of building and administration hability.

The urban development process bears cultural structures that are sometimes and end to other attempts of development.

Uruguayan population has been moved away from the reading habit by various causes. We can mention economical problems, as well as the very little help that teaching methods give, since they don't put children and juniors into the habit of reading and coming to the library. Other reason why uruguayans don't come to the library is that the functions of public libraries are not know, people are not taught how to get near and make use or take adventage of the library services. Another cause of which we can speak about is that

there are not enough libraries in our country many in provinces where towns of 20.000 inhabitants lack this service.

3. URUGUAYANS LIBRARIES REALITIES FUNCTIONS THEY SERVE

The very few libraries which are open lack financial suppot and the qualified people the work relies on are not enough, therefore they are not able to offer a proper service.
As concecuense very few libraries have a librarian, clerks who have finished secondary school run them and as a result there are no libraries whith a well done technical management.

Book collections are mainly school books, with a shortage of material and adult development. There are not cultural activities (cinema, theatre, lectures, shows or debates). Either when they take place they are not previously planned and orderd.

Regarding equipments, it doesn't exist, province public libraries only lend books; the material offered is generally offered to students.

The very few public libraries which are in provinces are seated in capital cities, so their area is also

metropolitan since the influence doesn't get to the country.

4. THREE EXPERIENCES IN RURAL URUGUAYAN LIBRARIES

4.1. MUNICIPAL LIBRARY "EVARISTO CIGANDA" FROM SANTIAGO VAZQUEZ

Santiago Vázquez village is in the outskirts of Montevideo, in the border whith San José Department. It has 1.500 inhabitants and is surrounded by small farms and fruit trees.

Until 1980 the library had a very restricted relationship with the community, since there the policy has changed for the better.

The area where it has influence includes Paso de la Arena, ten Km. from Santiago Vázquez, which has three public primary schools, a technical school are called "Escuelas Técnicas de la Universidad del Trabajo", and a secondary school: Santiago Vázquez which has two schools and a Kindergarden, it also includes ten kms. along Ruta 1 in San José departament, which is a dense inhabited area with 15.000 inhabitants and five primary schools and a technical school.

It was in 1980 when we began visiting schools letting them know the services we offered. The library staff starts taking part and being part of development groups, development groups are called "Comisiones de Fomento", and cooperating with them.

Library codes don't allow work inside a different department (San Jose in this case), that didn't help and therefore schools and people in that area weren't visited but invited to come to the library since the population of the area was of stronf concern for us.

That was then the begining of a better relationship. At the same time we connected with other groups (Rotary, Leones, commercial centres) and we added friendly visits to home, sometimes even through our concern about the area community problems.

Taking into account that: 1.- the library aim is not only "education";

2.- it is situated in a village with an heterogeneous population from very much different economical and cultural levels;

3.- this people had (in 1980) no idea of coparticipation to solve common problems. The library decided that what was of almost importance was to help them to join together.

It was then when the staff became part of groups and offered the library building for the meetings.

Another aim that the library has is to help people, (through groups activities, and cultural help) to develop, achieve their own aims, choose what they want or not, to put it in a nutshell to be independent.

In order to achieve that we planned cultural activities in a sistematic way, first children activities since they are easily caught by this kind of service and considering that through them we would get their parents.

Adults came later, first being interested in their children activities, finally they became users of our services.

Secondly we create the "Story hour", planned by differents ages and the input of didactic slides for 5o. and 6o. primary school children.

In the third place we began with housewives, with short courses . This activity had a double aim to help them to use leisure time in a productive way and join them together.

Now we have the "Taller de Artes Plásticas y Artesanal", where we try to help them to show and develop creativity, we are entending to install a centre for this activity, to get money and have economical independence.

We presently have 20 people working together.

Workers are at present coming little by little to the library.

From 1980 up to now the library has come nearer the community, joined people in their every day work and made workers also come from outside think and like with them, it has also made them take an active part in the community development.

4.2. DIOCESAN CHILDREN LIBRARY "MONSIGNOR HERBE SEIJAS"

San José de Mayo Diosecis (Catholic Church) has started an experience in San José Department.
Their idea is to create public libraries that fill the cultural needs in the areas where they are installed.

They decided to begin with a children library since Rincón de la Bolsa, is an area where children are the mayority of the population children whose parents work in Montevideo.
There is a place for adults and cultural activities for everybody.
It is the first of a chain of Diocesan libraries.

4.3. JUNIORS RURAL LIBRARY "LA CAÑONERA"

Libertad is a small town of 7.000 inhabitants which is in San José department and 50 km. from Montevideo. It is surrounded by farms and "tambos", it is in the midle of the

dairy area of the country.

Young farmers have yoined together to create a library called "La Cañonera", in order to widen their agricultural knowledge.
The material is mainly technical but they are thinking of making it wider. The collection is in "Casa de la Cultura" in Libertad.

Since it has been recently installed we don't know of it achievements yet. These samples of libraries have been con considered pioneer ones since as it was said Uruguay has got rural libraries.

BIBLIOGRAPHY

La sociedad rural / Germán Wettstein, Juan Rudolf. -- Montevideo : Nuestra Tierra, 1969.

La sociedad urbana / Horacio Martorelli. -- Montevideo : Nuestra Tierra, 1969.

Tipos humanos del campo y la ciudad / Daniel Vidart. -- Montevideo : Nuestra Tierra, 1969.

Urbanización y desruralización en el Uruguay / Horacio Martorelli. -- Montevideo : CLAEH, 1978.

IFLA
1985

UNESCO/IFLA PRESESSION SEMINAR

PUBLIC LIBRARY SERVICE FOR ALL: HOW TO SERVE RURAL AREAS
11-16 August 1985
UNIVERSITY OF ILLINOIS -Campus
CHICAGO 1933 Polk street

102-PRESESSION-4.
E

Rural Public Library Services in Southeast Asian Region : Indonesia, Malaysia, Philippines and Thailand

by

NAVANIT INTRAMA

Department of Library Science,
Faculty of Humanities, Ramkhamhaeng University.
Bangkok, THAILAND

KEYWORD(S):

For internal use only: Si
To be brought to meeting no:
Tuesday 13.8
Remarks:
To be presented orally ☒
For distribution only ☐

E↔S

Rural Public Library Service in Southeast Asian Region: Indonesia, Malaysia, Philippines and Thailand.

Background

Although public library services in most of the Southeast Asian countries have a long history, they are still at the initial stage when compared to those in the developing countries. More than half of the rural public library services consist of school libraries, small reading rooms or reading corners located in various places such as monasteries, shops, private houses of head of village or village teachers. These poor library services are partly due to socio-economic and cultural setting of the rural community. In some Southeast Asian countries, almost 80 percent of the population are rural dwellers. The mainstay is agriculture. The geographical remoteness of rural areas and the scattered population encourage personalized relationships.

Illiteracy is hindrance to progress of under developed areas. It often results in low socio-economic status, unemployment, and migration from rural areas to cities. The lack of employment in over crowded cities has caused the government to re-examine the potential of rural development. In all Asian countries, the governments have now put their priorities on rural development (16). Public library service is accepted as a mean for development. At present library

services in rural areas are delivered in various ways static, mobile, postal or a combination of these. These services are undertaken by both government and private, library and non library agencies, such as the various central government ministry reponsible for rural development and the Ministry of Agriculture.

The countries and the people of Southeast Asia are different in terrestrial locations, culture, religion, language and ways of life. Thus for better understanding of rural library service in each Southeast Asian country, it is worthwhile to discuss the situation of some individual countries in this paper.

Indonesia

The government of Indonesia introduce a national system of library service coordinated by the Center for Library Development at the Department of Education and Culture. One of the Center's function is to motivate and stimulate the establishment of public libraries at district, sub-district and village level in cooperation with local government and society (10). Two objectives of public library service are : first, to provide adequate response to the need for learning and reading of the rural society: second, to cultivate the habit of continuous reading and learning (20).

Under close cooperation of the above mentioned agencies, current approaches have been made to supply aid to the existing village libraries by providing the initial book collection,

technical direction and guidance such as programming, book selection, room modelling, and other practical aspects of library services as well as taking responsibilities for the training of library personnel, the mobile library service has been carried out. A nationwide continuous mobile book program, functioning as a mobile library, book promotion and book shop has been initiated. The village authority is responsible for providing the building and equpiment, the library personnel, the operation and personnel budget, and the further development of library collection and equipment.

The mobile library in the form of vehicles now has the average collection of about 6,000 volumes (7) and has served many of the rural dwellers espicially in the remote areas.

With the present stage of library development, only a very few percentage of 147 million people can be serviced. More efforts need to be made to provide the people with books and periodicals written in a language that the people in various parts of the country can read. Audio visual materials should be introduced for those who are illiterate or semi-literate. It will take some time before all villages will get a library. That is why the introduction of mobile libraries has been considered essential (21).

It has been suggested that in sparsely populated areas of Indonesia, the joint use school/ public library should be

introduced. It would be convenient to use the local school as a school/public library service point (17).

Many problems and limitations still exist. Some of those limitations are geographical and demographic conditions, socio-economic and cultural development differences, the production of books at a level that village people can understand, and in subject matters relevant to their problems and interests. Some other problems have been mentioned such as lack of qualified personnel and limitation of budget.

Malaysia

The government of Malaysia is well aware that information service is necessary for the national development as well as for individual advancement. Thus, various means and agencies are established to make information available and accessible to rural dwellers.

Public libraries as an agency for dissemination of information have been encouraged. The organization of public library in Malaysia varies from state to state. In some states there are established services through a network of the Central State Library branches and mobile libraries, while in others they are at the initial stage of building up. Other agencies that provide public library services are the community libraries established in the rural areas either by the Ministry of Agriculture and rural development or by the National Unity Board (14)

In the states where full time or part-time branches and mobile libraries are established in the districts in order to serve rural public. As soon as it is evident that a service point has sufficient potential users to justify a part time or full time library, the mobile library service will be replaced by static libraries. As some rural areas can not be reached by roads, the library service is provided by means of postal service. This service is carried out as a temporary alternative until static libraries are established.

The bulk loan scheme is another form of providing materials. A batch of about 200 to 300 copies of books is lent to local groups for a period of two to three months. These books are then made available for individuals (11). To facilitate this service, the local community group is requested to take responsibility for the books on loan. An effort has been made by some district to promote public reading by initiating a pilot project of which a local person is selected to visit a few villages to give talks on public library (12).

Many problems of library service in Malaysia are still left to be solved by the government. One of these is reading habit of rural people. Many do not read. Those who read limit themselves to reading only newspapers, light magazines and comics. The reasons for this may be the lack of reading materials especially in the language that rural dwellers can read (14).

Other problems facing the Malaysia rural library service are the limitation of budget to manage libraries, the insufficient number of staff and the high cost of maintaining mobile libraries.

Philippines

Since there has never been a serious study of the rural library and information service in the Philippines, consequently, what to be discussed inevitably depends wholely on Afan's paper presented at the Sixth Congress of Southeast Asian Librarians.(1)

The Philippines government being aware of the importance of public libraries as a tool for raising the educational status of the rural dwellers has, therefore, established different forms of rural library services. The National Library of the Philippines performs its public library function through the Extension Division. This Division takes charge of the organization and supervision of all public libraries. In 1983, their are eightly village libraries, eight deposit stations, thirty one district libraries and seven book mobiles. Taking the 42,000 villages throughout the country into consideration there is a lot of speeding up to be done before each villages will have its own library (3)

The Barangay Information Center (Village Information Center) organized by the village council combines the functions of a small library, a meeting place, a reading center and/or a recreational hall. Books donation have been received from the

public libraries and some civic organizations. In the remote rural communities, the book mobile library service is the most effective. However, without the cooperation of the school and local government unit, book mobile service cannot work out effectively in various rural communities. Through the school books and other materials are loaned to the students and out of school youth. Schools play the role of a coordinating center

Like in other Southeast Asian countries, rural library service in the Philippines is still in its infancy. In order to be more effective, many problems and constraints have to be solved, among these are : in adequacy of collection, lack of library materials appropriate to the needs of different villages, and limitation of library budget.

Thailand

Rural public library service in Thailand, to certain extent, is similar to those of other Southeast Asian countries. Of the 48,846,927 population, 8,869,T33 are urban dwellers. The majority are rural residents. Of the rural population, about 20 percents are illiterate(1982 statistics-as checked with the Ministry of Interior). The main occupation of the rural communities is agriculture. The average income of the rural population is very low. The main problems of the rural population are therefore, poverty and consequently the problems of illhealth and illeteracy.

In order to uplift the standard of living of the rural dwellers, the government of Thailand has as its goals, the promotion of education and the provision of information and library service. Various organizations and agencies are responsible for carrying out the Thai government policy. They are : The Department of Non-Formal Education, Ministry of Education; The Community Development Department, Ministry of Interior; The National Security Command, Ministry of Defense; and some of the universities and private organizations.

The Department of Non-Formal Education

The Department of Non-Formal Education has organized remote education. The Functional Literacy and Family Life Education Project is now in operation with the purpose of increasing literacy and uplifting the well being of the rural community. This project includes the provision of formal and non-formal education.

In order to accomplished these objectives. Four activities are in operation. Firstly, to issue journals and one page newpapers also known as wall newspapers for adult educators and arranging newspapers corner for villages throughout the country. Secondly, to provide travelling audiovisual units both on land and by boat. A three month program of weekly show include recreational, religious, public health, agricultural and other information considered to be useful for rural citizens. Thirdly, to develop in remote areas, village

newspapers reading rooms which later to become book reading rooms. Fourthly, to establish branches of public libraries in each districts. The extension library services include book mobiles.

The library services provided by the Department of Non-Formal Education are considered insufficient, and are not within reach of the majority of rural dwellers. Thus, a pilot project has been launched in some provinces by Non-Formal Education Center and the Provincial Education Office. The project called "Door to Door Book Boxes Project" Can be considered as one kind of mobile library service. A librarian in charge of the project arranges book boxes to be transported by a tricycle to the village. One box is left to each household for a period of one month, after which a new box is replaced. The replaced book box is then moved to another household. This project has been considered to be successful in encouraging reading habits and providing information useful for their health, education and occupation.

The National Security Command

The National Security Command, Ministry of Defense, organized community development units in certain areas of the country to help upgrade the standard of living of rural dwellers. With close cooperation of the Department of Non-Formal Education, the NSC established public libraries as well as book mobile in the form of motor-cycle mobile library service. A travelling

librarian is hired by the Department of Non-Formal Education. This librarian is responsible for carrying books to each villages by a motor-cycle.

The Community Development Department

The Community Development Department, Ministry of Interior has six objectives, one of which is to promote non-formal education. Public library is accepted as one mean for community inprovement and a significant information source. With the cooperation of the Department of Non-Formal Education and under the support of the U.S. Agency for International Development, library and information services are developed in 23 provinces. Library collections are located in public places appropriate to the situation of each community. Some are located in village development centers, while others are in recreational centers, youth centers, schools and wat (monastery) and other public places convenient for all users. These mini libraries are under the responsibility of a village committee, a person being appointed to take charge of the library with one officer called "phattanakorn" (development officer) as an advisor.

Some universities in Thailand take part in rural library development through its library and the department of library science. Librarians, library teaching staff and student voluntary group, occasionally, visit the rural libraries, conducting library service program, providing technical advise and requesting for the donation of library materials for village libraries.

An oustanding "Book for Children Project" of Srinakharinwirot University in Bangkok, has as its goals the selection and distribution of recreational book of quality to libraries in rural communities and schools lacking in financial support. The project activities and programs are developed in cooperation with local group, such as educational institutions, associations and charity groups. The "Children's Literature Show Case" was launched to be a companion project to the Books for Children Project. The activities include a display of children books from various publishing houses sales of books at reduced prices, and reading promotion activities (22).

While several developments are taking place in delivering library services to people in remote areas of Thailand, many problmes are still to be faced and overcome: the difficulties to reach remote places in rural communities result in much time and expenditures. Apart from this the library and information services under the three government agencies have no permanent head quarters and sufficient trained librarians, Many librarians and those concerned in providing library services are often frustrated by the indifferent attitude of the public and feel discouraged to perform their duty. A negligence and inattention of the administrators and decision makers are other problems. Poverty is another barrier, since poor people have to think of their stomachs first.

Conclusions and Recommendetions

Having reviewed the conditions of rural library service in four Southeast Asian Countries : Indonesia, Malaysia, Philippines and Thailand, it can be generally stated that, library service provided for rural community in these countries is still far from reaching its satisfactory stage. While much effort has been made to launch several delivery library service programs to rural communities in each country, only the minority of rural dwellers have been reached. To overcome the various difficulties such as the problems of scattered population and low population density, poor communication and transportation system, book mobile and book-by-mail units, despite their liminations and deficiencies as already mentioned, seem to be the only mean to solve the above mentioned problems. Priority should be given to rural library development by the administrators and decision makers concerned. Rural information agencies must understand the needs and behavior of rural users and provide those materials which meet the needs and interest of the people they serve. The use of audio-visual materials as an information resources should be exploited more by those concerned with library service. They must be convinced that community analysis, needs identification, program development and identification increases public awareness and support for the library. Indequate financial support and insufficient number of qualified librarians are problems that have to be overcome.

References.

1. Afan, Carolina L. "The Present State of Library and Information Services in Rural Philippines." In : Proceedings of the Sixth Congress of Southeast Asian Librarians, Singarpore, 30 May - 3 June.

2. Afan, op. cit.

3. Ibid. 395.

4. Ibid.

5. Baron, Daniel and Curran, Charles. "Assessing the Information Needs of Rural People : The Development of an Action Strategy for Rural Librarians." Library Trend, 28:4 (Spring 1980), p. 630.

6. Chumpot Wanichkul. "The Present Management Conditions of Public Libraries Under the Department of Non-Formal Education." TLA Bulletin, 28:2 (April-June 1984), p. 26-69.

7. Hadisewojo, Soemarno. "Library and Information Services for Young Children and Adults in Indonesia." In : Proceedings of the Sixth Congress of Southeast Asian Librarians, Singarpore, 30 May - 3 June 1983, p. 381.

8. Head, John W. "How Rural Librarians Fifth Professional Isolation : A Survey." Public Libraries, 22:3 (Fall 1983), p. 86-89.

9. "An Interview the Director of the Department of Non-formal Education : Mr.Kowit Warapipat." TLA Bulletin, 28:2 (April-June 1984), p. 15-25.

10. Kartosedono, Soekaman. "Reaching the Rural Communities in Indonesia with Special Reference to Public Library Development." In : Proceedings of the Fifth Congress of Southeast Asian Librarians, Kuala Lumpur, 25-29 May 1981, p. 184.

11.Mustafa, Shahaneem. "Reaching the Rural Communities of Malaysia." In : Proceedings of the Fifth Congress of Southeast Asian Librarians, Kuala Lumpur, 25-29 May 1981, p. 200.

12.Ibid.

13.Mustafa, Shahaneem and Nijha Molina. "Reaching Children Through Libraries in Malaysia." In : Proceedings of the Sixth Congress of Southeast Asian Librarians, Singarpore, 30 May - 3 June 1983, p. 367.

14.Ibid. 368.

15.Quiason, S.P. "Access to Information : Philippines." In : Proceedings of the Fifth Congress of Southeast Asian Librarians, Kuala Lumpur, 25-29 May 1981, ..

16.Rasmussen, Radha. "Public Library Services to the Rural Areas of Southeast Asia." IFLA Journal, 7:3 (1981), p. 254.

17.Rasmussen, op. cit. p. 258.

18.Renoo Piersu. "Dissemination of Information to Rural Communities." TLA Bulletin, 29:1 (January-March 1985),p. 75-91.

19.Rompas, John P. "Library and Information Service to Rural Community in Indonesia." In : Proceedings of the Sixth Congress of Southeast Asian Librarians, Singapore, 30 May - 3 June 1983, p. 383.

20.Rampas, op. cit. p. 385.

21.Rampas, op. cit. p. 386..

22.Somboon Singkamanan. "Experience in Promotion Children's Literature Through Parents, Teachers, Librarians and Producers of Children's Books." In : IFLA Publication Number 28, New York 1984. .

23.Weech, Terry L. "Public Library Standards and rural Library Service." Library Trends, 28:4 (Spring 1980), p. 599-617.

24.Wilson, Alexander. "Rural Library Services an overview." In : Proceedings of the Fifth Congress of Southeast Asian Librarians, Kuala Lumpur, 25-29 May 1981.

IFLA 1985

IFLA GENERAL CONFERENCE, CHICAGO

PRE-SESSION SEMINAR

PUBLIC LIBRARY SERVICE FOR ALL

University of Illinois at Chicago
August 11 - 16, 1985

111-PRESESSION-
-5-E

PUBLIC LIBRARY SERVICES FOR POPULAR AREAS IN LATIN AMERICA

by

Alvaro AGUDO GUEVARA

KEYWORD(S):

For internal use only:
To be brought to meeting no:

Remarks:
to be presented orally ☐
for distribution only ☐

Public Library Services For Popular Areas In Latin America

by
Alvaro Agudo Guevara

Banco del Libro

Caracas, Venezuela.

PUBLIC LIBRARY SERVICES FOR POPULAR AREAS IN LATIN AMERICA

I Have been asked to prepare a working paper which would introduce the discussion on what library services "for all". should be like, with special attention to the rural environment. I will try, in order to comply with that request, to present an overview of what in my opinion such a service should be. What I will be explaining is not the product of my immagination, but the analysis of some experiences I have known, direct or indirectly, of what I have called "popular library"(I will explain later by which criteria). At the end of the presentation I will try to give a summary of the pending questions that are implicit in the working paper.

RURAL LIBRARIES IN LATIN AMERICA.

Recent research has shown that public libraries in Latin America are in a precarious situation (1); for rural libraries, the situation is worse yet; they have been created recently, generally thanks to the experimental work of institutions that normally work with urban library services. At the time of writing this paper, I knew about experiences of this kind in Bolivia, Ecuador, Mexico, Peru and Venezuela (2). Some of them, such as in Venezuela, for instance, are isolated experimental units, the results of which aim at being useful for future generalizations. Some others, such as in Bolivia and Peru, are being developed at a larger scale, as the result of extending the work of more complex library networks. These services, however, due to the conditions under which they funtion, still do not reach a nationwide level of development nor do they go beyond an experimental stage.

As a consequence of what I just explained, when speaking of "rural libraries" in Latin America, one is really talking about ongoing experiments or about models of what should be happening sometimes in the future.

THE RURAL AND THE URBAN IN LATIN AMERICA

As a general rule the rural scene is equated with underdevelopment; social and cultural development are equated with the incorporation of the countryside in the overal cultural

BEST COPY AVAILABLE

and social life. When speaking about rural libraries, the experience is thought of as part of the aforementioned concept. Rural libraries appear as another instrument for incorporating rural areas in the cultural life of society, and consequently, as an instrument for overcoming socio-cultural underdevelopment.

We do not challenge the truth of the aformentioned propositions, but we do want to discuss how far they reach. There is no doubt that rural areas are to a great extent subject to underdevelopment, and that their inhabitants are in a "marginal" position respect to the universal culture of urban areas. But the countryside and its inhabitants are not the only victims in Latin America, not even the most numerous.

Most latin american countries began an industrialization process, in order to substitute for imports, no later than in the sixties. One of the results of this process was the accelerated urbanization of the populations. Currently, the countries of the subregion continue being underdeveloped -despite the euphemism of being called "developing"- , though they no longer are essentially rural; as a consequence the social and cultural problems of the rural areas are no longer the most pressing ones, or at least not the only pressing ones.

In 1980 and according to the data of the United Nations, out of the twenty countries of the region, 11 did have a higher than 50% urban population; 1 did have 50% rural and 50%urban population; and the rest, even though they do still maintain most of their population in rural and suburban areas, have suffered a constant process of urbanization during the last decades(3). Such process, as everybody knows , has violently disrupted the employment and service structures of the cities, generating a social sector, a culture and a set of problems that has become known as "marginal". These sections of the population are the victims that most suffer of underdevelopment; those are the ones which are most in need of services and programs that contribute to their incorporation to an effective modernization of the societies in which they live.If the idea is that the public libary should be an instrument of this modernization, it is not possible to continue thinking of the rural library alone as a bridge to these marginal populations; one should also think of a library for these urban marginal populations. One should think of model of library for the urban as well as the rural victims of underdevelopment; one should think of a library that could be defined as "popular", in order to differentiate it from the traditional public library by a generic name that would remind of the social sectors which it is supposed to serve.

On the other hand, together with the internal migrations in the countries of the subregion, in some of them a strong current of external migrations is prevalent, either to other countries of Latin America, or to other more developed countries, especially the US. Migrants who form numerically important communities often tend to become isolated subgroups, partially in conflict with the society which is receiving them as immigrants. The isolation and

BEST COPY AVAILABLE

conflict of these groups is greater when socio-economic and linguistic factors are added to the natural barriers of a different culture which are a product of diverse national origins, when immigrants belong to social strata with a low economic capacity and different mother languages (one pathetic example of this phenomenon is that if the "Chicanos" in the US). Those immigrants who constitute ethnic minorities, as well as ethnic groups which have become isolated in the midst of modern societies as a result of historical developments also form marginal sectors in the countries of the sub-region. When conceiving a popular public library, those groups also have to be taken into consideration.

PUBLIC LIBRARIES IN LATIN AMERICA

As we have seen from the questions presented so far, a library which would guarantee books for all in the subregion, should be polyvalent, at least from the social point of view. Such as we have defined it when calling it "popular" it should be designed to serve:

1. Rural sectors of the population
2. Marginal urban sectors
3. Autochtonous ethnic minorities
4. Immigrant ethnic minorities.

It would be possible to distinguish three different kinds of libraries ,from the point of view of their origin,prepared to cater for the aforementioned social sectors:

1. Libraries created by some state organization, either national, regional or municipal, which would take the responsability for installing and maintaining public libraries in areas that are populated by the mentioned social sectors. Examples of such organisations are the Ministries of Culture, Local Governments, Municipal Authorities and National Libraries(5).

2. Libraries which are created by organizations originally devoted to other cultural activities, and which by their own initiative seek the creation of libraries as just another cultural activity. The library becomes an integral part of the organizations' general programmming. Organizations of this type are: co-ops, yyouth centers, neighborhood associations and other of the same kind.

3. Libraries that originate from the initiative of some community groups which from the very beginning were planning the creation of a library. The library so created functions in facilities provided by the group, with a collection obtained by the group and with volunteer staff also from the group (6).

I think that the problems proper to the attention to popular segments of the population oblige to think in terms of combined actions by the three types of libraries; those actions should be unified by the setting of common objectives determined by what is

BEST COPY AVAILABLE

common to the social sectors served.

WHAT IS COMMON TO POPULAR SECTORS

When we list the sectors we have called popular, more differences than similarities appear. However, some common characteristics permit to design services with some common structures and objectives:

1. The situation of isolation amongt the rest of society- and even as individuals in their own communities- is the product of objective socio-economic problems (the productive infrastructure of that society is insuficient in order to integrate them normally in the social and economic life), but also the product of an isolated as well as isolating cultural situation (they proceed from another culture, they have different values, and they have different cultural tools that are incompatible with those prevalent in the society they currently inhabit).
2. The progressive decay of the conditions and quality of their life, as a consequence of the characteristics just mentioned.
3. The repression, violence and discrimination they are subject to by other sectors of society, who see them as enemies and potential rivals - a situation that in turn generates tensions and violence in the midst of the marginal groups.
4. The difficulty to obtain written information, either because they are illiterate, either because they dropped out of school very early and never developed reading skills, or either because even though they are literate, it is in a lenguage different from the one spoken in the society where they live.
5. The persistence of oral communication as a means of transmitting information and of relating with the society outside their own community.
6. The permanent preocupation to move socially upwards and to break out of the current situation, through the integration of the younger generations into formal educational processes.

OBJECTIVES OF THE POPULAR LIBRARIES

The intention to serve social sectors with the above characteristics, obliges to establish goals related to them. The popular library should aim at contributing to:

1. Improve the quality of life of those sectors served.
2. Decrease the irrational violence and canalize social tensions through collective actions that contribute to transform real life conditions.
3. Decrease the isolation of individuals in the community served, and of the community in the whole of society.

The library, however has limited possibilities for achieving the above goals; it will only be able to do so within the framework of what defines it as a specific service. The

BEST COPY AVAILABLE

library will be able to perform four general functions reach the objectives mentioned before:

1. Promote reading
2. Provide information
3. Serve as a facilitator for the organization of the community
4. Serve as an mediator with other programs of economic, social and cultural attention.

The first two functions are inherent to the library; the other two functions convert iti into an active community center, something more than a library.

THE SERVICES OF A POPULAR LIBRARY

We have been talking about four basic functions of the popular library; the services provided must be designed so as to guarantee that those functions are performed, taking into account the characteristics of the social groups served. As a rule of thumb , services will be different if the groups are adult or juvenile, if they belong to urban or rural areas or if they belong to ethnic minorities. If we take into account the objectives defined earlier, and the groups and social sectors which can be helped by the services we are talking about, we propose the following services for the popular library:

1. Promotion of reading habits among children, which means a children's literature section designed to meet non-school related needs of the children and special programming of activities geared at motivating and initiating in recreational reading. The promotion of children's reading habits guarantees that there will be fewer illiterates in the future and that reading will be a normal way of communicating with the rest of society.

2. Definite and systematic support for the formal education processes in which children and young adults of the community participate. In fact, this is the most frequently existing, best performed, and often the only service of the popular library currently available in the sub-region. Support for formal education processes responds to spontaneous requests of the communities, and as we were mentioning, to the strong expectations of upward social movement of the popular sectors. Not in vain, the great majority of public library users in Latin America are students (8).

3. The organization of workshops which contribute to developing children's information seeking skills and to relating the general learning process to specific life conditions, besides trainig the child in teamwork and cooperative skills.

4. Participation in literacy programs, or at least mediation with them; the popular library must actively identify illiteracy problems in the community and contribute to eradicating them.

BEST COPY AVAILABLE

5. Organization of reference services and community/civic information which offer specific solutions to specific information problems, even to adults who dont know how to read. In order to provide such services it will be necessary to use traditional forms of oral communication as well as A/V materials.

6. Compilation, organization and diffusion of reading materials appropriate to low levels of reading skills and to the work- and community interests of those who are not illiterate. The library must be a channel of diffusion for the varied production of materials that originates in different organizations and institutions providing social, cultural, and economic assistance to adults, such as pamphlets on agricultural methods, disease prefvention, etc.

7. Collection of oral traditions and of specific experiences which can be recorded, and their organization in such way that will make possible their future transmission to third parties. The recording on tape, accompanied by pictures or slides, and the local production of pamphlets are ways of organizing such information, that contributes to the creation in popular libraries of a section of the collection of totally popular origin.

8. Periodical realization of simple reaearch permitting to know the characteristics of the population served, community problems and information interests. The researech will permit to permanently adapt services to needs and to discvover sources of information in the community itself.

9. Coordination of activities with other organizations and institutions working in the zone where the library operates, in diverse arreas of social attention, such as agricultural extension, improvement of housing and environmental conditions, health care and popular culture, etc. The participation in programs of different intitutional origins, will increase the service capacity of the popular library, will provide access to important sources of information an will make it play a role ofcommunity leadership that is important for meeting its objectives.

10. The provision of adequate physical facilities so that programming activities can be held and so that in general, the community may have a meeting place. Such a service will contribute to breaking down individual and community isolation,and will promote an image of the library as a center of popular cultural activity.

As can be seen, the popular library we are proposing - inspired by previous experiences that have demonstrated their effectiveness - is a multifaceted library that is difficult to install. Difficult because of the flexibility required from its structure and of the multiple and costly resources needed. That is why we were saying before that its existence requires that different sources for the creation of

BEST COPY AVAILABLE

libraries converge: institutions whose function it is to develop public library services, cultural organizations and community organizations, specific volunteer groups interested in promoting libraries.

STRUCTURE OF THE POPULAR LIBRARY

Besides the programming of services listed before, the structure of a popular library would require endowments of materials, phys facilities, personnel and technology which would permit to organize and retrieve the materials of the collection. Each of those elements generates problems which should be examined:

1. The endowment of the library should be quite heterogeneous: a recreational children's collection; a childrens' information collection; a collection suited to studentsw'needs; another that includes those materials for adults produced by institutions and organizations; still another one with recorded matrials, A/V materials and "homemade" pamphlets which record oral traditions and recorded experiences; an finally, reference materials and civic and community information materials.

2. The physical space should fit multiple use: a space for children, another one for adults, and at least another one for meetings, workshops and other similar events.

3. Personnel should be diverse, or at least flexible: the staff shoulkd be able to act as librarians, as childrens' activities leader, as adult cultural acativities leader, as researcher and as social worker.

4. The technology used should at the same time be effective, simple and inexpensive. (It might be worthwile here to think somewhat about the apparent contradiction of what we just said : currently, the most efficient technology in the library field is computerized, however, the cost of it is very high for Latin America, and the mere possibility of having it properly used by the staff or the users of the popular libraries is a serious limitation. Effective technologies to be utilized in popular services should be manual; adapted and appropriate to the realities of the location where they will be used.).

Some popular libraries, especially those which belong to institutions that develop public libraries, do already have the structural characteristics we just mentioned; it is however not possible to think of an indefinite growth in the number of units that would have all the abovementioned requisites. Such a reality objectively limits the institutional growth of public library systems in the subregion. There is no National Library, no Ministry, no Municipal Council nor cultural institution that would have the capacity to program the installation of as many

BEST COPY AVAILABLE

polyvalent libraries as are necessary in the country where they operate. That is why it is so important that the efforts of all these institutions complement each other and community interests for the development of public library services.

A solution to the problem could be in:

1. Conceiving the popular library as a modular set of services, and not necessarily as a polyvalent unit of services. Wherever the necessary resources for creating a complete library, that would be welcome; if not it might be preferable to install only the service/s that would be feasible, which correspond to the available resources or the most urgent necessities of the place. There could be a childrens' room in one place and a community information center in another. A students' library in one facilty, and an oral tradition collection in another somewhere else.

2. Conceiving the development of networks and systems as a combined action of institutions that would install polyvalent libraries. Some of the functions of such networks would be to technically and logistsically support selfmaintained communal services (9). The insitutional library would provide collections, personnel training, contact with institutions and other organizations which provide social assistance, and most important, the effective interrelationship between the community services that are being supported. The community services would provide physical facilities, volunteer personnel, relations with basic community organizaqations, and direct information on needs and problems. Such a relationship should be regulated by mutual resspect agreements, according to which the polyvalent libraries would recognize and accept the independence of the community services, and these in turn would accept the commitment to fulfill public service functions, following rules mutually agreed upon.

3. Conceiving the activity of the popular library as part of a broader program in which not only libraries participate but also other organisations and institutions interested in solving the problems created by social marginality in its different forms. The integration of different programs would greatly contribute to boosting availability of resources.

A final solution is difficult; but a first step towards solution would be the exchange of experiences among institutions, organizations and groups which each on their own are realizing experiences in Latin America.

AS A WAY OF CONCLUSION

As I promised at the beginning of my presentation, I will try to summarize the questions that have implicitly arisen throughout this working paper. The discussion of those questions

BEST COPY AVAILABLE

coud in my opinion contibute to clarify the problem of providing information and reading "for all" in Latin America. Such questions would be:

1. Is there really a "rural library" in Latin America, or just a model being experimented upon?

2. Is rural life synonymous with underdevelopment, or are current urban life conditions a more dramatic exponent of latinamerican underdevelopment?

3. Is it possible to conceive a library with such characteristics that would be able to serve all the victims of latinamerican underdevelopment?

4. What objectives, which services and what structure should such a library have?

5. Must the library that would assist popular sectors necessarily be a polyvalent unit of services, or could one think of modular services, that would exist autonomously and complement each other?

6. Is the development of networks and systems of public libraries the sole responsibility of only one kind of institutions, or is it possible to conceive multi-insitutional participation (including that of the community)in the development of such networks?

Alvaro Agudo
May 1985.

NOTES:

(1) According to data obtained in a survey used as the basis for the "regional Meeting on the Current State and Stategies for Development of Public Libraries in Latin America and the Cribbean", held in Caracas in October 1982. The subregional sample included 535 libraries. Out of these, only 61 (11,4%) were rural libraries. (See Agudo, 19822, p.40).

(2) The bolivian experience we got to know was implemented by the "Centro Portales" (See RIDECAB, 1981); the ecuatorian experience was by the secretariate of Culture of the zministry of Education (See Rodriguez, 1984); the mexican one was developed by the Iberoamerican University in the Toluca Valley (See Anaya, 1980); in Peru, bby the zNational Office for Libraries (See Checa da Silva,1982); and the Venezuelian experience was sponsored by the Banco del Libro in one section of the country,

BEST COPY AVAILABLE

and by the Simon Rodriguez University in another.

(3) In 1980, Argentina, Brazil, Colombia, Chile, Cuba, Mexico, Peru, Uruguay and Venezuela did have a more than 50% urban population, Nicaragua's population was 50% urban, and the rest of the countries of the sub-region's population was less than 50% urban. The proportion had shifted from an average 32% at the end of the fifties decade, to an average 40% at the end of the seventies. (Data from the Unesco statistical yearbook)

(4) The classification I present here is an adaptation of the one made by Estela Gonzalez in her study on "Popular Libraries and Cultural Work" (See Gonzalez A. ,1983, pp 42-43).

(5) See the chapter on "Political-Administrative Entities and the Development of Public Library Systems" in Agudo, 1982, pp.12-17.

(6) In some countries only this type of libraries is called "popular libraries" in order to differentiate them from the public institutional libraries; as one can see, in this paper we have assume a broader concept, based on the criterium of social sector served by the library.

(7) Concerning objectives beyond librarianship, as proposed for popular libraries, see Renaud, 1982

(8) Such affirmation matches the results of a study of public library users in the sub-region, presented in Agudo, 1983

(9) The Banco del Libro of Venezuela develops a pilot experiment of this type in the "La Urbina" library of Caracas (see Renaud, 1982).

BEST COPY AVAILABLE

IFLA
1985

UNESCO/IFLA PRESESSION SEMINAR

PUBLIC LIBRARY SERVICE FOR ALL: HOW TO SERVE RURAL AREAS
11-16 August 1985
UNIVERSITY OF ILLINOIS -Campus
CHICAGO 1933 Polk street

114-PRESESSION.
6-E

Title of paper: Establishing Outreach Programmes: The promotion and marketing of library services.

by

Name of AUTHOR: Anne MITCHELL-GIFT

Position in library organization: REGIONAL LIBRARIAN - TOBAGO

Name of library or organization: CENTRAL LIBRARY OF TRINIDAD AND TOBAGO.

Town, Country: SCARBOROUGH, TRINIDAD AND TOBAGO

K E Y W O R D (S):

For internal use only: 51
To be brought to meeting no:
Tuesday 13-8

Remarks:
to be presented orally ☐
for distribution only ☐

Generally speaking, promotion and marketing cover the full range of activities involved in the flow of goods and services from producer or supplier to consumer. The sum total of these processes is often referred to as A Public Relations Programme.

In order to re-affirm the role of the Library in the Community, there is overall need for positive programmes of promotion and marketing activities to improve a good impression, correct a bad impression and generally keep people informed of what is happening within the Library Service.

OBJECTIVES

The principal objectives of such programmes may be summarised as follows:-

1. To encourage those who do not use the library services or use it very infrequently, to use the service regularly.
2. To inform those who use the library but only partially, generally because of a lack of appreciation of what the library has to offer in other areas besides that in which the particular reader or group of readers might be specifically concerned, of all available resources.
3. To help keep the Library in the public eye, create and maintain goodwill and generally attract support of its work at all levels of the community.

ORGANISATION

Whatever the size or type of library, the following basic steps are necessary in developing effective programmes for the promotion and marketing of services:

1. Research - This involves the identification of the library's publics and their attitudes towards the library services.

These publics may include the staff, governing authority, library groups/organisations, users and non users. Research should not only be conducted within the confines of the library itself but should extend outwards with the collection of demographic information about the community: ages, incomes, ethnic backgrounds, occupations, religions, interests, community groups and whatever other relevant data might be available.

2. Planning - Based on the results of the research, a written Promotional and Marketing programme should evolve as an integral part of the overall library programme. This programme should include short and long range goals. Some idea of the time tabling of projects and the specific target groups to be reached in each activity should also be given.

Lists of all resources involved should be compiled. These include printing facilities, artists, volunteers, mailing lists. Of overall importance is the identification of staff to carry out the various projects, and details of costing.

3. Communication - The means by which the researched and planned outreach programme, reaches its targetted audience(s).
In addition to mass media publicity via the Local and/or National newspapers, radio and television stations, there are many other less formal communication tools to which the library has access and these are particularly applicable in the promotion and marketing of rural services.

4. Evaluation - The fourth and final step is an attempt to measure the effectiveness or otherwise of the programmes.

LEVELS OF PROMOTION

Promotion may be arranged at various levels - Local, National and International.

Knowing and relating to the Community to be served is a basic ingredient in arranging promotional activities at the Local and most pervasive level.

Circular letters to groups and/or individuals who comprise the target audience to which the particular activity is geared can be very effective.

Attractively designed posters advertising the activity may be mounted not only within the library compound but in shop windows, schools, community centres and any other location where people are likely to congregate.

The screen of the local cinema is another place where information on forthcoming activities can be projected to large captive audiences.

Fliers can also be included in gas, or electricity bills.

The Local radio and television stations are very powerful means of publicity and with a little ingenuity it is usually possible to obtain airing or viewing time at little or no cost to the library.

Brief and concise press releases in the local press are another effective means of library promotion. Such releases should carry the main point of the story in the 1st paragraph, include the name of the Library and its Chief as well as the name and Telephone number of the person concerned with story.

Most churches would very willingly include a short bulletin on a library activity among their weekly notices - a very effective medium of publicity, particularly in rural communities.

National and International publicity is usually prohibitive in cost but can be arranged as part of a wider National or International Programme e.g. National Library Week, International Book Year.

THE LIBRARY SERVICE IMAGE

It has been argued that the best publicity any library service can obtain is through the service itself.

To this end, in the selection of sites for the establishing of Library services, care must be taken to ensure that they are conveniently located and readily accessible to the majority of persons for whom the service is being established.

Library buildings, should be attractive and inviting with good internal design, and adequate signage and guiding throughout. Opening hours should be prominently positioned at the entrance of buildings. The presence of appropriate pictures, sculpture, plants etc, all add to a pleasant experience on entering the library.

All bookmobiles and other library vehicles should be painted in the pre-determined library colours and carry the library's logo as well as the name of the library service and the particular section to which the vehicle belongs.

Similarly all book mobile stops should be easily identifiable. If possible, the day of the week and the approximate time the vehicle provides service in a particular area should also be given.

Notices of forthcoming library activities should be posted on bulletin boards inside and outside the library, in book mobiles, in adjoining lecture halls/extension activity rooms and any other place where they might come to the attention of users or non users of the library service.

Staff should be carefully selected and must be required to participate in carefully structured training programmes so that they are aware of the goals and objectives of the library and are able to deal pleasantly but firmly with all enquiries whether made in person, by telephone or by letter.

Moreover, staff should be encouraged to join community organisations to make contacts since one of the most effective promotional media is word of mouth advertising.

Rules and regulations governing the use of the library services should be simple, unambiguous and positive rather than negative in construction.

PROMOTION IN PRINT

Promotional print materials should be simple, graphic, attractively printed and written in the language or vernacular of those for whom it is intended.

Type faces should be selected to suit the particular publication.

Paper should also be carefully chosen noting that mat surfaces are to be prefered over coated finishes since they are more comfortable to read.

Layout is all important since the general rules of printing as applicable to book production should be applied and pages should not be overcrowded.

Illustrations should be artistically designed and well reproduced on appropriate paper.

The adoption of a logo which can be easily reproduced and identified, whether it be on Library Stationery, Bookmark, Book List, Book bag, Library Magazine, Bookmobile or Promotional Banner, is a useful asset to any Promotional Programme.

Because of the wide range of publicity materials to which a Library can prescribe, the establishing of a centralised publicity department employing qualified printers and graphic artists in order to ensure the maintenance of acceptable standards in materials being produced, should be given careful consideration.

In the event that the Library Authority is unable to afford full time specialists and must rely on duplicated material to a great extent, attempts should be made to obtain professionally printed covers for materials which have been produced using the highest quality of reproduction processes available.

Printed promotional material may be categorised as follows:-

Stationery - This includes all the official note paper, envelopes, postcards, book labels, readers tickets, request cards etc coming out of the library. The appearance and quality is of particular significance since it is very often the only kind of promotional material seen by readers or potential readers.

Readers' Guides - These are quite simply, guides to the Library and its resources.

Although they may vary considerably in content and format, from a carefully drafted circular letter to a printed booklet, the following basic information should be included:

- The names, addresses and telephone numbers of libraries.
- Brief organisational structure of library.
- Guide to use of the library.
- Notes on special services e.g. renewals, reservations, interlending schemes, audio visual resources, copying facilities.
- Extension Activities e.g. lectures, concerts, library clubs, story hours.

Annual Reports - These represent one of the oldest means of publicity employed by libraries and should give a comprehensive account of the year's work under review, with special emphasis on new developments and departments as well as summaries of statistics, preferably in tabulated form, of memebership, circulation issues and book stock. Mention should also be made of the staff assigned to respective sections of the service.

Whether the report is to be duplicated or printed, the end product should be an attractive readable document worthy of fulfilling the following roles:

- As a permanent record of the work of the library service in all its aspects during the year to which it relates, thus adding to the annals of the library's history.
- To draw attention to features of the service of which many might be unaware.
- Through effective distribution and press, radio and television reviews, to attract support for its services.
- As a forum for acknowledging the work of staff as well as others outside the service who have assisted in the work of the library during the period under review.

Library Bulletins - Magazines issued at regular intervals, these may include a variety of features viz:

- Promotional literature for new services
- Lists of recent additions to stock
- Selected book lists
- Book reviews
- News about the library service

Reading Lists - One of the most popular library publications, they may be either general, providing information on recent additions or subject lists on a single subject or group of allied subjects.

The actual format of the list will be determined by the purpose of the list and the market to which it is targetted.

It is very important however, to ensure that there are enough books in stock to cater for the anticipated demand consequent on the issuing of reading lists.

Posters - These fall into two main groups:

The first is connected with the work of the library itself including official notices, department/stack/tier/shelf guides, floor plans and other items designed to guide readers as to how they should use the library and what facilities are available.

The second group includes all notices intended to promote services to readers and non readers both inside and outside the library and includes publicity for Extension Activities such as exhibitions, lectures, story hours, as well as posters advertising sections of the book stock, audio visual resources etc.

Particularly when dealing with the functionally illiterate, posters should be simple with few words and many pictures. Posters dealing with practical subjects are also more likely to have universal appeal and reach wider audiences.

Book marks - These are very useful in highlighting for example, new services, library anniversaries, book mobile services.

Names and addresses of libraries, and their hours of opening are usually included on all bookmarks.

Miscellaneous - Book bags, Bumper stickers, Banners, Badges, Pens, Pencils, Diaries etc are all popular materials used to promote various aspects of library services, often with very positive results.

AUDIO VISUAL MATERIALS

In addition to good print based materials, the library must ever be on the look out for new and novel ways to promote and market services.

It is in this connection that the production of audio visual materials can play a very significant role.

Despite the considerable amount of time, imagination and experimentation involved in such an exercise, once prepared, the information can be utilised several times without the involvement of the staff who would normally be required to mount a corresponding live presentation.

Apart from media publicity i.e. the press, radio and television, audio visual materials can be used to aid librarians in their work in the following ways:

- By the use of transparancies or of tape slide programmes as illustrative material in library talks.
- Slide sequences and tape slide programmes can be used as repetitive introduction to the library for new users. Similarly, pre-recorded oral instructions guiding new readers around the library can be transmitted by an induction loop system and received by users wearing cordless headphones, allowing them to move freely around the building.
- New services and special activities can be advertised via video recordings in addition to the less expensive slides, photographs, drawings etc.
- A mobile unit equipped with loud speakers is most effective in promoting library programmes, particularly in rural areas.
- During programmes arranged to promote use of books, recordings using sound effects could provide highlights in the description of particular books.
- Films and video recordings of actual programmes and services, using standard equipment can be used inside and outside the library to publicise the service and its operations.

TALKS

Talks may be informal or spontaneous e.g. explaining the use of the catalogue and other aspects of the library and its services or they may be formal dealing with subjects other than books but linked with libraries and books via supporting book displays, annotated book lists, etc.

Book talks are used mainly to introduce fiction and popular or recreational non fiction such as Biography and Travel. They are particularly effective in introducing books to children and once developed can be given anywhere - library, schools youth club, local radio or television.

Books presented should be linked in some way-by author, theme etc. The speaker's own enjoyment is the operative factor in a successful book talk since, to be convincing, the speaker's own pleasure in reading must be transmitted to the audience.

Multiple copies of books introduced should always be available for loan, as soon after the talk as is practicable, and in any case, before interest is totally lost.

LIBRARY GROUPS

There are several types of "Library" groups which can do much to promote the work and activities of the Library:

- "Friends of the Library" are concerned with furthering the aims and objectives of the library. They are particularly useful in securing sponsorship for library projects and generally spearheading fund raising drives.
- Teacher - Librarian Forums provide an apportunity for teachers and librarians to meet and discuss problems and developments in areas of mutual interest and provide an important link between library and school.
- Library Clubs afford young people the opportunity of learning simple library routines, while participating in projects which are both enjoyable and beneficial.

DISPLAYS/EXHIBITIONS

The term display is usually taken to mean a collection of books brought together for a specific purpose and often arranged in an unconventional way, supplementary to the main order, so as to coincide with reader interests rather than classification order.

They may be general in content, in a particular subject area or in support of a specific activity, and may be mounted in a variety of places inside and outside the library:

- On special display shelves.
- In display and entrance halls, corridors etc, in open cases or in show cases.
- In windows and display cases on the outside walls of the library.
- In lecture halls, meeting rooms and other ancillary accommodation used for extension activities.
- On permanent sites outside the library premiese e.g. shop windows.
- On temporary sites e.g. Exhibitions, Schools, Meetings of groups/organisations.
- In mobile display units.

When displays are being planned, booklists advertising the wider selection of books in stock should also be produced.

LIBRARY VISITS

Visits by schools take place in most libraries of all kinds and may take the form of an odd visit paid by a class studying a particular project or be part of an organised programme of visits arranged for schools in the neighbourhood.

During these visits, non members should be encouraged to join the library and use the facilities available.

Useful contacts can also be made with the teachers who accompany their charges on these visits.

Similar visits can be arranged for other groups or organisations to make them more aware of how the library can best serve their respective interests.

BOOK/LIBRARY WEEKS OR MONTHS

Book/Library Weeks or months are usually arranged to focus attention on Books and Libraries over a particular period. During this period, all the various publicity media are brought into play with the overall objective of increased use and appreciation of books in general and the library service in particular.

SUMMARY

Librarianship should be regarded as a means of communication between knowledge and people, and our techniques, tools, buildings and ourselves should be examined in this light and made subject to constant review.

Librarians can no longer be content to accumulate materials in anticipation of use but must always seek to bring them to the attention of those who need them.

It is of the utmost importance therefore that all libraries should develop programmes for promotion and marketing of services embracing all the various facets of good public relations ranging from using the communications media to maintaining contact with community groups and producing and circulating publicity materials.

BIBLIOGRAPHY

ALA World Encyclopaedia of Library and Information Services

Barnes, Melvyn and Ray Sheila
Youth Library Work

Brown, Eleanor Frances
Library Service to the disadvantaged

Clough, Eric and Quarmby Jacqueline
A Public Library Service for ethnic minorities in Great Britain

Jolliffe, Harold
Public Library extension activities

Library Trends - Spring 1980
Current trends in Rural Public Library Service

Lines, Maurice B
Ends and means - Librarianship as a Social Science

Lock, R. Northwood
Brown's manual of library economy

Shera, Jesse H
The library as an agency of social communication

Thompson, Anthony Hugh
AV in PR and Admin(ughi)
in
Audiovisual Librarian - January 1976

IFLA
1985

UNESCO/IFLA PRESESSION SEMINAR

PUBLIC LIBRARY SERVICE FOR ALL: HOW TO SERVE RURAL AREAS
11-16 August 1985
UNIVERSITY OF ILLINOIS -Campus
CHICAGO 1933 Polk street

117-PRESESSION-1
-E

Rural area library services in the State of Santa Catarina, Brazil

by

Mitsi Westphal TAYLOR
Coordenadora of the
Sistema de Bibliotecas Públicas de Santa Catarina
Fundação Educacional de Santa Catarina

Florianópolis, SC. - Brazil

KEYWORD(S):

libraries in developing countries
public library planning
rural area library services

For internal use only: 51
To be brought to meeting no:
Tuesday 13-8
Remarks:
to be presented orally ☒
for distribution only ☐

1. INTRODUCTION

The economic and social development so much desired by the developing countries must come, without doubt, by democratizing the access to and use of information. In these countries the great majority of the population do not participate equally in the wealth and services that the society can offer because it is exactly these things that are directly related to the quantity and quality of available information.

We believe that in such situations the role of the public library, where the word public indicates exactly that it is a library for the people, must be examined from the point of view of social inequalities. This leads us to conclude that the public library must satisfy an important and strategic function, namely reduce the distance between such different realities, through the effective democratization of its use. In such a public library, the librarian must exercise the role of an agent of change and must be capable of planning the necessary actions; that is make a diagnosis of the present situation and forecast its evolution so that the library can be ready to satisfy the new needs as they arise.

Considering the recourses usually available in developing countries for the development of library services there are two points that can be considered essencial for the planning of services in public libraries.

a) Planning must be fundamentally based in the expressed or latent necessities of the majority of the population. In view of the fact that the different groups of associated human life possess values, aspirations and necessities characteristic, the planning of public library services needs to be legitimatized by the user before by the State. First hear the individual and afterwards the community, city and region where the citizen lives is a basic necessity. It is such particular realities that must serve as the base for programming actions.
b) The planning must be pragmatic. Above all good sense and criativity must be

intensely used to get the most from the available recourses. While we wait for the great governmental plans, when they exist, to be put in practice we can not satisfy ourselves only with what we know should be done. What needs to be done is so cleary, is very easy to verify how distant from the everyday life of the majority of our population are the collections and services traditionally offered by the public library - and needs to be followed by actions so that changes happen in the least possible time.

Ideally the implantation and execution of a planning process requires a series of favorable conditions in institutional, administrative and technical terms[1]. Experience allows to say that even without the conditions mentioned something can be done. This paper will present the experience of the Public Library System of the State of Santa Catarina (Brazil) (SBPSC) where library services in rural areas were developed with a minimum of government support. The results that are being obtained, really are essentially due to conscious necessity of the people of this state allied with their enterprising spirit. Before considering the experiment of the SBPSC - planning and execution of services in rural areas - it will be necessary to furnish information that will make it easier to understand the conditions where the experiment is being made. We will begin by trying to shed some light on the concept of the public library in Brazil. Afterwards we will show how the SBPSC fits into the National Public Library System and finally we will present our experiment in the following terms: social-economic-cultural profile of the state of Santa Catarina, the theoretical base that is used to justify the model adopted for library services, how to choose priorities, a diagnosis of the actual situation of services in the rural areas and future perspectives.

2. THE PUBLIC LIBRARY IN BRAZIL

The public library in Brazil, as in many countries, is considered a responsibility of the State that can not be delegated. Therefore the absence of

specific laws about this subject implies: absence of specific recourses for maintenance of the public library in the Federal, State, and Municipal budgets, absence of a statement that clarifies the real objective of the public library and therefore the people are ignorant of their rights with respect to library services[2].

Most of the public libraries in Brazil are "municipal" and as such all the recourses for their maintenance are guaranteed by a contract between the Nacional Institute of the Book (Instituto Nacional do Livro)(INL) [a Federal agency] and the municipal government. "The making of the contract is random, it depends very much on the interest and good conscious of the mayor of the "city" and there is no guarantee of continuity of support since it depends on the desire of the mayor and who suceeds him... In sum, the life of the public library depends on the mayor of the "city" and other authorities who can give support to the public libraries such as secretaries of education, cultural foundations, religious institutions, service clubs and other types of public interest groups"[3].

3. THE NATIONAL PUBLIC LIBRARY SYSTEM

The Nacional Institute of the Book (INL) was founded in 1937 for the following purposes: provide the means for the production and improvement of books and to improve library services. After 1968, by law, the INL also incorporates the Nacional Library Service and consequently coordinates the National Library System whose main objective is the public library. In 1976, the implantation of a Nacional System of Public Libraries was begun. The inicial project of this system had recources to implant in each state of the Federation, a State System of Public Libraries which as a total would be a Nacional System of Public Libraries. As a consequence "the municipal public libraries would not be isolated one from another but would function as a institutionalized system of mutual cooperation"[4].

However if the existence of a nacional plan of libraries and system of information has as a priority, "a political decision by the government about the global development of the plan" and "that this decision must clearly indicate the basic priorities and how they will be financed"[5], we can say that Brazil doesn't yet have a plan for a National System of Public Libraries. We can say this because the National System of Public Libraries still does not have a financial and legal base because at the state level not all of the public library systems have a basis in law and therefore with no guarantee of continuity and continued development. At the nacional level, almost ten years (1976-1985) after the implantation of the project "Nacional System of Public Libraries", the project has not been approved by the Ministry of Education and Culture (today, Ministry of Culture).

In spite of the negative points in the system as a total, each state system has been trying to exploit in the best possible way the available conditions in each state. Considering the size of Brazil and the regional differences with respect to the culture and quality of life, each state system is acquiring its own characteristics and rate of development.

4. THE PUBLIC LIBRARY SYSTEM OF SANTA CATARINA

Santa Catarina is a state in southern Brazil with a land area of 95.483 km² in two distinct regions: the litoral and the plateau. Table I gives some numerical data about the social-economical-culture profile of the state.

As is common in all of Brazil, the 199 municipal district's of the state of Santa Catarina vary a lot with respect to their size. For example the smallest has an area of 43 km² and the largest 5.271 km². In addition all of them consist of an urban area where the city of town itself is located and a rural area that generally has a population larger than the city or town itself. The area that

is not urban is generally divided into micro-districts. Of the municipal districts of Santa Catarina 54% have a land area greater than 300 km² which explains the high percentage of rural population considering the general small size of the urban area; of the 197 municipal districts [i.e. cities or town] of Santa Catarina, 127 have a rural population greater than the urban population. In Santa Catarina 43% of the population is less than 15 years old and the population in general is composed of descendants of Portuguese, Germans, Italians, Poles and more recently Japanese.

Table I

Region	% area	Number of Cities	Population Density	% Population	% Participation in the economy
Litoral	36	90	57 $\frac{\text{Persons}}{\text{km}^2}$	45	55
Plateau	64	109	27 $\frac{\text{Persons}}{\text{km}^2}$	27	45

Source: Mattos, F.M. de, Santa Catarina, 1978.

The state of Santa Catarina is divided, at present, into 20 microregions with the idea of tailoring government action and planning for each region[6]. The ethnic groups, the geographical distribution of cities and towns and the agriculture-industrial vocation of the social-economic-cultural profile gives two specific characteristics to Santa Catarina, namely, it is decentralized and diversified.

In August of 1979 when the SBPSC was implanted, Santa Catarina had 187 municipal public libraries (hereafter M.P.L's)(according to the records of the INL) and the state at that time had 197 municipal districts. A survey made by the SBPSC found that some of these libraries were not operating; the rest showed a large variation in the stage of development with respect to physical installations, available recourses (human and material) and the level of organization. Only two

of the libraries had a program of extension and in both of these cases only within the urban area. These two libraries were in the two municipal districts with the largest urban population and which also had the best qualified human recourses (in the library) and in consequence the best collection in terms of quality and organization. When the SBPSC was begin, we decided to take advantage of the rich mosaic that is our state, believing that diversity and decentralization could offer certain advantages especially considering the good highway system together with the efficient system of public transport and communications. Also as a natural consequence of the interaction of the various public libraries there would be an enrichment of all of them from the moment that a interchange of experiences is begun.

The International Book Year (1974) can be taken as the inauguration of a series of studies about the role of the book in society and the relation between the book and mass communication came to be one of the topics of research especially stimulated by UNESCO; it has been considered from various viewpoints[7]. At the international level, from that time, the research literature of public libraries has encouraged librarians to enlarge their concept of the information medium and to accept the definition of "reading matter" as being a function of the type of community served by the public library. At the same time it was proposed that the public library should be a place for general cultural activities as a strategy to mantain, regain and/or enlarge the number of clients.

In Brazil, political, enconomic and social ideas and happenings in the decade 1980 have found support in the III Nacional Plan of Development (III PND 1980-1985) which had as "objective the construction of a free and developed society for the benefit of all Brazilians, in the least possible time"[8]. In the sector of education, culture and sports, the low-income population was to receive special attention, an essential condition for the democratization of opportunities.

In the literature of Brazilian Library Science, theoretical

positions[9-12], have questioned the interface public library-community, calling attention to the contradictions that exist between the oficial government intentions, that are more involved with promises to erudite culture than with the real expectations of popular culture; exploratory studies about the performance of the public library[13-15], together with new and original experiments in the sense of transforming the public library into the cultural center of the community[15] are proof of a movement to modify the image of the public library, trying to find a way to increase the creditability within the community. And it is emphasized that the new profile that is to be given to the public library will be a consequence of the role that will be assumed by the library user; the user is not passive but active and it is as a function of user opinion that collection and services will be offered. The role of the librarian is as an agent of social transformation, always alert to listen and constantly interpret the desires for information of the community.

The diagnosis of the reality of the state of Santa Catarina together with the theoretical base discussed in the first part of this paper and the financial limitations imposed by the contract INL/FESC[(a)], furnished us with the necessary elements to formulate the policies and planning of the services of the System of Public Libraries of Santa Catarina (SBPSC).

The SBPSC from the begining of its implantation has been a part of FESC and has come to depend almost entirely on FESC financially. FESC maintains the nucleus in Florianópolis and the services executed by the SBPSC.

To orient the decisions about the general objectives, goals and guiding principles we adopted the following assumptions:

a) The sucess of a Public Library System does not depend only on being popular with the government, which would signify it's institutionalation, but on being popular with the people and this depends on the public library meeting the needs of each community.

b) Different groups of associated human life have particular characteristics and as such have special informational necessities and interests as well as specific abilities with respect to the use of different vehicles of information.

c) Rural populations possess a social-economic-cultural profile that limits the practice of reading the written word.

d) For democratization of the use of the public library in developing countries it necessary to adopt, inevitably, various vehicles of communication in its collections and services.

e) To invest in the child today, guarantees a user of the public library tomorrow.

The foregoing assumptions lad us to define the following objectives, goals and guiding principles:

4.1. Objectives

a) Motivate the state and municipal governments and the community to create and maintain active public libraries.

b) Promote the improvement and operation of the public libraries already present in the state through advertising or announcement of their collections and services, centralized purchasing and cataloging.

c) Promote better use of the collections of the public libraries of the state by programs of interlibrary cooperation and extension services.

d) Maintain an effective control of the public library collections of the state through a collective catalog.

4.2. Goals

a) During the first year, as a pilot project, work with 19 municipal public libraries and giving preference to the principal "Cities" of the 19 microregions in which the state was dividied.

b) After the first year, progressively involve the greatest number possible of municipal public libraries.

4.3. Guiding Principles

a) Give priority to the principal activities of the public library.

b) Give quality to the collections, services and human recourses.

c) Develop special services for the following categories: children and the rural population.

d) Accelerate the cataloging of the collections of the various libraries at the lowest possible cost.

The necessary prerequisites for the functioning of a SBPSC are:

a) Creation of a central nucleus of the system, with a definition of its composition and jurisdiction.

b) Effective integration of the municipal libraries into the system by contracts between FESC and the municipal administrations.

c) Approval of the organization or structure of the system by the institution (FESC) that maintains it and its inclusion as a recogonized unit of the institution.

After the first year of activities (August 1979 to August 1980), during which the nucleus was organized and worked with 20 public libraries at a pilot project level, the SBPSC was considered implanted. After this initial period the system began to work with an ever increasing number of municipal public libraries in parallel with the start of three special programs: services for children, services for rural areas and a program of central purchasing.

5. SERVICES FOR RURAL AREAS

We understand services for rural areas to mean programs directed to

populations that reside outside of the urban limits of the cities.

An analysis of the social-economic-culture profile of Santa Catarina indicated as one of the priorities of the system, the establishment of services for rural areas. The program of services for rural areas follows a general orientation of the nucleus of the system but in each municipal district is maintained entirely with the informational, human and material recources available to the M.P.L. The responsibility of the nucleus is to: suggest and stimulate actions and programs, orient the person responsible for the M.P.L., and evaluate and publicize the results obtained. The responsibility of the M.P.L. is, within its specific limitations, to utilize and/or create the necessary conditions to execute the program. In this way the program of actions directed to rural areas becomes a part of the general planning of the municipal public libraries and they are intensely incited to give attention to the rural area by the nucleus. However it was necessary for the system nucleus to create or establish the indispensable conditions for the implantation of these programs and services as well as to see that they are maintained and improved. This is necessary because, as we have already mentioned, we work with public libraries that are very heterogeneous in terms of informational, human and material recourses, physical installations and especially with respect to the human composition of the communities.

5.1. Necessary Conditions for Planning

a) Training of human recourses: here there are two categories: Formal training
Formal training consists of a very practical course with a maximum of 25 participants and sixty hours classtime. The objective of this training is to prepare the personal of the M.P.L.'s to work in harmony with the objectives and general orientation of the SBPSC. Special emphasis is given to the principal ativities of the library and with special attention to utilization of instruments to gain knowledge of the community, strategies to make the

performance of the library more dynamic and make known its collection and services, and principles of selection and user service. Informal Training Informal training has a duration of twelve (12) hours and is given to individuals. Its objective is to introduce the person responsible for a M.P.L. to the method of work of the SBPSC and try to correct failures in knownledge or abilities that this person might show during the training.

In both cases, the criativity of the person is stimulated in the sense that it is essentially the person responsible for the M.P.L. who must find the solutions for their problems and programs in rural areas and these must be based on local recources.

b) Diagnosis of the social-economic-culture situation of the municipal district, executed by the person responsible for the M.P.L. with assistance from the nucleus. For the majority of municipal districts rural area services are the priority considering the local reality (i.e. the rural population is larger than the urban population).

c) Diagnosis of the M.P.L. in terms of collection and services: it is common to detect the defects that tradicionally occur in developing countries; that is emphasis on adquiring titles of erudite literature (copying models from developed countries) and textbooks and titles at the primary and secondary school level (substituting for inadequate school libraries). This is a result of the elitist concept to which the public libraries are particularly susceptible.

The strategy utilized to correct such distortions is a Central Purchasing Program through which the nucleus gives advice and recommendations on the selection of new titles to be purchased, makes the purchase and sends the titles to the M.P.L. together with a complete set of catalog cards.

d) Recourses for the execution of extension services in the rural area are completely dependent on the natural conditions of the local and the criativity of the person responsible for the M.P.L..

e) Follow-up, control and evaluation of the M.P.L. is made by bisemester reports to the nucleus in which all of the activities of the M.P.L. are related as well as the user statistics for the bisemester. There is also a oral report that is given for each M.P.L. during the meetings of the persons responsible for M.P.L's; these meetings are coordinated by the nucleus and are held three (3) times a year.

The performance of the M.P.L's is publicized through the SBPSC Information Bulletin (published two times a year), meetings of the SBPSC (three (3) times a year), and participation of the SBPSC in congresses, meetings and symposium. The mass media (television and newspapers) is also used intensively at both the state and municipal level.

6. CHARACTERISTICS OF THE RURAL AREA SERVICES OF THE SBPSC

Of the seventy (70) municipal districts that have joined the SBPSC between August 1979 and June 1985, forty five (45) of them have essentially an economy based on agriculture and cattle raising. The urban area of these are small and primitive and is essentially rural. In such municipal districts there is essentially no difference between the services offered to the "urban" area and the "rural" area. In twenty one (21) municipal districts the urban population is approximately two times the rural population. In these cases the M.P.L. at its headquarters serves essentially a population with urban characteristics and maintains extension programs in the rural area; therefore these M.P.L's have two categories of clients. Four municipal districts have a population equally divided between urban and rural area.

a) Categories of service-Rural area services are divided into two categories with their own objectives which are determined by the characteristics of their clients. Category A - Services for Children - The objective here is to develop

and maintain literacy by the encouragement of reading and above all to take pleasure in reading. The idea is to invest in the adult of tomorrow as a user of written information and as such capable of continuing education. Category B - Services for Adults - In this category the objectives are to maintain a state of functional literacy, furnish information of a utilitarian nature and to save and preserve the cultural characteristics of the community for future generations. The main objective are to furnish means for self-education and leisure to those individuals whose formal education was terminated at a precocious stage, to respond to the desire for utilitarian information by the use of various communication channels and to respect the particular values of the different groups of associated human life.

b) Collections - Adult books - we have tried, as fas a possible, to attend the requests of the users. Children books - are acquired by purchase and donations of the INL. Today Brazil has a relatively large production of good quality books for children.

Utilitarian Information - This type of information is tailored to the expressed or latent needs of the community.

c) Communication Vehicles Utilized - Due to a lack of written texts tha. can supply answers to requests for utilitarian information and considering the frequent use of oral communication for the transfer of information in these communities, the public libraries of the SBPSC are using essentially oral communication (by this we mean by personal contact and not mechanical means). Oral communication can be informal (to answer the needs of an individual) or formal (using talks or workshop type courses). Normally an "expert" from the community itself is invited for these talks or courses.

To promote and publicize the collections, services and special promotions of the library, the SBPSC uses the leaders of local public opinion (especially priests and pastors), handbills fixed in places like churches, post

offices, drugstores, supermarkets, banks, etc, and annoucements in the local radio stations and newspapers when they exist.

d) Service Points in the Rural Area - Generally schools and churches are used as the agents of the library. They have the responsibility of loaning the material left in their care and to provide physical space for eventual special programs of the library.

e) Packaging, transport and control - the methods used for packaging and transport vary and depend on the natural recourses of each municipal district. Here, what is important is the criativity of the person responsibility for the M.P.L.. The books or other material are packaged in boxes (of wood, cardboard or plastic) or in large sacks (of burlap, cotton or plastic). The transport is made using vehicles of the municipal district; these vehicles in general have other regular duties and the M.P.L. takes advantage of their availability for transport of these "portable libraries". In some cases, the person responsible for the M.P.L. accompanies the "portable library" to its destination and makes loans. In other cases, the container is delivered to a participating school or church and a volunteer worker makes the loan.

The "portable libraries" for schools are directed especially to children and when for churches especially to adults. In the case of churches, loan are generally made after church services. The "portable libraries" are delivered to the service points with a list of contents and a copy of the list is also kept by the B.P.M.. The control of loans is made using the simplified Newark system.

f) Special Programs - Besides reading matter and utilitarian information, the libraries have special programs for and with their users. For children there are the story hour, puppet shows, musical shows, festivals and celebrations of special nacional days all of which are used as a means of inducing habits of reading and transmission of basic education. For adults, nacional days that

are associated with agriculture and cattle raising (for example, Farmer's day, Agriculture week, etc) are used as a base for talks and exhibitions (tooks, handicrafts, manufactured goods, antiques etc) that extol the farmer and his work.

During the events and dates that are traditionally celebrated in such communities, the library generally tries to guarantee a place to promote its collection and services and even to gather funds for the library.

g) Redeeming and preservation of the local "memory" - Some of the municipal libraries are developing a historical archive (photographs and documents), others a museum (objects and utensils of the pioneers of the region) and one of them is gathering recipes of the pioneers of the region.

6.1. Avaluation

We consider that the SBPSC is attaining its objectives and meeting its goals in light of the fact that:

- Seventy (70) public libraries have joined the system in these last five years.
- The interest, enthusiasm and criativity that the persons responsible for these libraries have dedicated to the expansion of rural area services.
- The transformation that the traditional image of the public library has undergone; the library has become an organic part of the community which it serves. As a consequence the public library has gained credibility with it's users and municipal and state government officials.
- The growing demand for services on the part of the users of the public library.
- The repercussion the SBPSC experiment has had outside the state.

7. FUTURE PERSPECTIVES

Based on the experiment described in this paper, the challenge for

the future is to consolidate a tradition of library services for the rural areas in the SBPSC.

We have the necessary local demand to revindicate the perfection of such services and the economic profile of Santa Catarina guarentees the continuation of a high percentage of rural population within its borders.

We are aware of the lack of concrete experiments of library services in rural areas,especially in developing countries. Continuing the perfection of rural area services in Santa Catarina could possibly transform the SBPSC into an interesting training center as well as an object of study; it can also possibly offer ideas and examples for planning of services in other localities as well as establish a profitable dialogue with other similar localities.

(a) FESC - Educational Foundation of Santa Catarina (Fundação Educacional de Santa Catarina) is a non-profit state supported Foundation with headquarters in Florianópolis (the state capital) with the legal right to act in all of the state. The objectives of the Foundation are to maintain an University for the Development of the State, primary and secondary schools in some municipal districts and pre-school education.

References

1. HOLANDA, Nelson. Planejamento e projetos. 2. ed. Rio de Janeiro, APEC/INL, 1975. p. 37.

2. LEMOS, A.A. Briquet de. Para onde vão as bibliotecas públicas. Palavra Chave, São Paulo, 1: 11-12, 1982.

3. MIRANDA, Antonio. Considerações sobre o desenvolvimento de redes e sistemas de bibliotecas públicas no Brasil. R. Biblioteconomia de Brasília. Brasília 7(2):

230-235. jul./dez. 1979. p. 231.

4. INSTITUTO NACIONAL DO LIVRO. Projeto para implantação do Sistema Nacional de Bibliotecas Públicas. R. Biblioteconomia de Brasília. Brasília, 7(2): 236-249. jul./dez., 1979. p. 241.

5. PENNA, C.V.; FOSKETT, D.J. & SEWELL, P.H. Serviços de informação e biblioteca: um manual para planejadores. São Paulo, Pioneira, Brasília, INL, 1979.p.35

6. MATTOS, F. Marcondes de. Santa Catarina; tempos de angústia e esperança. Florianópolis, Ed. do Autor, 1978. p. 95.

7. STELMAKH, Valerija D. Books and the mass media; modes of interaction in the URSS. Paris, UNESCO, 1982. p. 4.

8. CETEC in MARTINS, M. Gusmão de. Planejamento bibliotecário. São Paulo, Pioneira; Brasília, INL, 1980. p. 47.

9. MIRANDA, A. Op. cit.

10. FIGUEIREDO, Nice. Serviço de informação à comunidade em bibliotecas públicas. Forum de Debates sobre Biblioteconomia, 1. Rio de Janeiro, outubro, 1982.

11. LEMOS, A.A. Briquet de. Op. cit.

12. FLUSSER, Victor. A biblioteca como instrumento de ação cultural. Congresso Brasileiro de Biblioteconomia e Documentação, 10. João Pessoa, 1982.

13. KREMER, Jeannete M. Carro-biblioteca da Escola de Biblioteconomia da UFMG. In: Congresso Brasileiro de Biblioteconomia e Documentação, 10. João Pessoa, 1982. p. 190-208.

14. CASANOVA, Vera Lucia & BARBOSA, Rosaly Isabel Senra. Análise de uma experiência no Carro-Biblioteca da Escola de Biblioteconomia da UFMG, com textos de cordel. R. Esc. Biblioteconomia UFMG. Belo Horizonte, 12(2): 213-232. set. 1983.

15. POLKE, Ana Maria A. et al. Biblioteca, comunidade e informação utilitária. In: Congresso Brasileiro de Biblioteconomia e Documentação, 10. João Pessoa, 1982. p. 131-159.

16. SILVA et al. Biblioteca pública: ação comunitária. In: Congresso Brasileiro de Biblioteconomia e Documentação, 10. João Pessoa, 1982. p. 398-416.

General References

1. MIRANDA, Antonio. Biblioteca e abertura democrática. Ângulo, Lorena (19):4-7 jul./set., 1983.

2. _____. A missão da biblioteca pública no Brasil. Encontro Catarinense de Biblioteconomia, 1. Florianópolis, 1978. (unpublished).

3. _____. Planejamento bibliotecário para o Brasil. Rio de Janeiro, Livros Técnicos e Científicos; Brasília, Ed. da Univ. de Brasília, 1977.

4. SANTA CATARINA. Gabinete do Planejamento e Coordenação Geral. Números de Santa Catarina. Florianópolis, 1983.

5. SISTEMA DE BIBLIOTECAS PÚBLICAS DE SANTA CATARINA. Relatórios, 1979. (unpublished).

6. SUAIDEN, Emir José. Biblioteca pública brasileira; desempenho e perspectivas. São Paulo, LISA; Brasília, INL, 1980.

IFLA
1985

UNESCO/IFLA PRESESSION SEMINAR

PUBLIC LIBRARY SERVICE FOR ALL: HOW TO SERVE RURAL AREAS
11-16 August 1985
UNIVERSITY OF ILLINOIS -Campus
CHICAGO 1933 Polk street

140-PRESESSION-10-E

The Problems of Public Library Service in Rural Communities in Africa

by

Peter CHATEH

KEYWORD(S):

For internal use only:

To be brought to meeting no:

Remarks:

to be presented orally ☐

for distribution only ☐

IFLA 1985 CHICAGO

PRE-SESSION SEMINAR

The problems of public library service in rural communities in Africa.

I N T R O D U C T I O N

The brief notes I will present to you are aimed at starting discussions on the problems of public library service in rural communities in Africa. Rather than use the set out guidelines, I intend to open the debate by enouncing the problems that hinder their development. Library services in rural communities in Africa are basically aimed at helping the rural communities to sustain literacy. In order that they mean anything to the people, they should be interwoven with what I may call "cultural centres" or centres of animation. These centres should offer various forms of activities to the people. In the years gone-by people thought in Africa that libraries meant only books. If they have to be set up in rural communities they should contain also records and other things that would attract them.

It is rather strange that we should be discussing here in Chicago on public libraries serving rural communities. The U.S.A. has long passed this stage. But since our aim is to look into their functioning and problems, this can be done anywhere in the world. The main thing is that problems exist and we must endeavour to find equitable solutions for them.

Information needs of developing countries are many and varied. The major ones may include literacy campaign and the development of reading habits. Literacy compaign has recently been taking varied dimensions in many countries. In my country the slogan is that a well informed citizen is more able to tackle developmental issues than the less informed.

He is also better able to appreciate government effort and take his place in the society. By this they seem to limit themselves to the reading of newspapers and listening to the radio. In many areas the literacy campaign may also be aimed at making people follow better the all too often one party slogans. Yet in other areas this is aimed at making people keep simple accounts when they run small businesses. In some areas it may be aimed at making people know better the problems affecting their health and find quick solutions to them.

All the governments of these countries may have lofty ideas for launching literacy campaign but forget the means to make the people sustain what they have learnt. In the cities the people would quite easily maintain their newly acquired literacy, but in rural areas they soon lapse into illiteracy. This is due to the fact that national development planners either neglect the use of libraries as a tool for education or lack the means to develop them. It is quite true in most countries in Africa to find that there is no thought given to the development of libraries. It is either out of ignorance or deliberate attempt that many of them attach no importance to the development of libraries. Also, in most of these countries, the educational system or method of teaching does not make room for the use of books. Children in Primary schools and even Secondary schools are not taught to find out for themselves. If already at the level of formal education there are serious handicaps, it is just enough to note that these would be magnified at the level of literacy campaign. Until it is understood that reading for learning or to pass an examination ought to go hand in hand with reading for pleasure and relaxation we would not make any head way in our efforts to set up libraries to serve rural communities.

RURAL COMMUNITY

When we talk about rural communities, we are referring in Africa to at least 80% of the entire population. Of this less that 10% might have had formal education. The few that have had an advanced education drift to the towns. This phenomenon is what we generally know as rural exodus. The people who have had an education and remain in rural areas are mostly school teachers and a few administrative officers. In my country the policy is to bring the administration nearer to the people. This means that Divisions, Sub-Divisions and Districts are being created. Along with these come dispensaries, health centres and secondary schools. In general, a lot is being done to improve the situation of rural populations as a whole. Whenever new Administrative units are created other facilities follow. The main problem is that libraries are not thought of when this infrastructure is planned. We have had library development entered in two separate five-year development plans but they have never taken off the ground.

PROVISION OF LIBRARIES FOR RURAL COMMUNITIES-PROBLEMS

What I am going to say here, although applying mostly to my country may be applicable to many other countries in the Sub region.

Rural libraries cannot work in isolation. They should either be part of a national system or provincial system. The Ghanian example of the development of rural libraries has never had its match in Africa South of the Sahara. The thing that makes it work so well is the book development council. They used even book mobiles as part of their means to bring "libraries" to the people in rural areas.

As I said earlier, I have no intention of following the suggested outline.

Since there is no need talking about things that will not come into being soon, I prefer to discuss mainly some of the problems as I know and live them. My mind is more on what hinders the development of libraries in rural areas in Africa than on the way they should function. In the same way there is no need talking about processing and preservation etc when the libraries are not there. The hinderances to the development of libraries in rural areas are many and we would take a few.

First, as I said in the introduction, the educational system can be largely responsible for the lack of the reading habit. In a system where learners are not made to find out information for themselves from books the general tendency is to lose the habit of reading. My guess is that, given suitable conditions the people in rural areas should be able to use libraries. It is common practice in the African villages to come together for story telliing in the evenings. If the people have had some preliminary or rudimental training in reading, seeing the stories they know in print or hear them read from books this would awaken their interests. This form of oral literature should not be allowed to die.

Here, the content of the book in relation to the African context is very important. It must be agreed that most of these people do not know more geography than that of their immediate surroundings. If books were adapted to what they already know they would enjoy them and love these. Unfortunately the few books they ever come across are unrelated to their backgrounds. When they start from books that have something to do with their everyday life, they can move from there "outwards". One problem which might sound minor to many people is that of lighting. In most rural areas in Cameroon there is no electricity. The people sit at fire side in the evening to discuss. When the fire is not bright enough or produces

repellent smoke they use lanterns. The lanterns themselves are not bright enough to be used for reading. However, in the event of an administrative unit there is the possibility that an electric plant can be got. This will at least, serve the immediate neighbourhood.

INFRASTRUCTURE AND OTHER POLICY PROBLEMS

A major obstacle is road infrastructure. Most rural areas in the African region are not well served by roads. As a result transportation of persons and goods is very difficult. Even with good will poor road infrastructure can hinder the development of libraries in rural areas. Just as men and goods do not go rapidly, books and other recreational material cannot. Even where roads exist, they are quite often impracticable during the rainy season.

To my knowledge, the biggest obstacle is the absence of a policy. If a country had a well-thought out policy for the development of libraries in rural areas, the means to do it would be sought. Therefore, as a first step, there should be a National Library. In Cameroon, branches of the National Library could be established in the provincial headquarters. From these, there could be branches in the Divisional headquarters. They could go down the line in this way and finally to rural communities. Coordination of activities is therefore a condition sine quoi non. Perhaps a national library network would go with a book development council.

Quite often provision may even be made in a national development plan but as there is no follow up, it dies. More often than not the politicians, despite political rhetoric about the importance of reading or literacy, do nothing to promote it. If this arm of culture were to be fully looked into, much would be done for libraries in rural areas. If in an African country there is serious campaign for the awareness of the importance of libraries,

much would therefore be done to sensitize policy makers on the importance of rural libraries.

If the national planners became aware of the importance of libraries, not only as a source of instruction, but also as a means for people to learning, and learning continuously, something could be done. In this regard, cultural technicians including librarians, archivists and documentalists were closely associated with development plans and the implantation of libraries, this would be more meaningful.

SUGGESTIONS AND CONCLUSION

Perhaps the concluding statement may be that instead of organising another Book Year such as that of 1972 which came and passed quietly a decade for the promotion of reading and libraries should be proclaimed or instituted. The first five years should be set aside for the promotion of reading and libraries in general and the second part for the development of libraries in rural communities. Here it is understood that an effort is being made over the years to bring this about and give them the barest necessities - water and electricity. I know it is difficult to try to root rural communities from their ancestral tombs to make them settle together to enjoy common facilities. But I strongly feel that if centres of interest were created, these could become an attraction for them. These centres may include health facilities like dispensaries and mobile hospitals, schools - (primary and secondary), halls for concerts depicting their everyday life and libraries. The librarians in these type of libraries should strive to bring in material that are attractive and that is seen as a source of help to solving their daily problems. Parliamantarians, local council representatives, and traditional rulers would find them a source of information either to make them look wiser than the ordinary person or to solve problems.

In short the library should aim at attracting people and giving them problem solving tools. Above all, they should be on the library committee in order to feel that they are partners to it.

P. N. CHATEH

IFLA

1985

IFLA GENERAL CONFERENCE, CHICAGO

Division: PRESESSION SEMINAR

Section: PUBLIC LIBRARY SERVICE FOR ALL

141-PRESESSION-11-E

Librarianship and Social Change in Latin America

by

Rosario GASSOL de HOROWITZ

KEYWORDS:

For internal use only:

We have brought to meeting no.

Remarks:

To be processed weekly

For microfiche only

LIBRARIANSHIP AND SOCIAL CHANGE IN LATIN AMERICA

Rosario Gassol de Horowitz

Universidad Simón Bolívar
Caracas, Venezuela

I have been asked to speak about the Latinamerican social and cultural context in relation to library development, to set the stage for the interventions that will follow. The subject is a complex one and raises many questions, such as. What do we mean by development and underdevelopment? What are the causes, characteristics, and consecuences of underdevelopment? Is there a Latin american approach to development? What is the relationship between information and human and social advancement? Can libraries contribute to the cultural economic and social development of Latinamerica, and if so, how?

Obviously the subject is extremely complex and could not possibly be properly treated in the time assigned to this presentation. The previous speaker, however, has raised a very important issue that I would like to pursue here. He mentioned that library services to the general public and particularly to the rural areas in Latin America, are at an experimental stage. This raises the question of the relationship between information and social change, and most particularly, demands an answer to the question: Can librarianship be a change agent in social innovation? I believe that it might be important and interesting to try to explore some of the problems and issues related to this question, in the time that I have been allocated.

CONCEPTS OF DEVELOPMENT AND UNDERDEVELOPMENT

Development is a continuous process within which there are areas of conflict at the local, national, regional and international levels between those who have benefited from the process and those who have not. Conceptually, development has been defined as the rationalization of potential already existing in the historical-social processes of a given country, at a particular moment in its history. In the history of the social processes of mankind, there are few cases of spontaneous development; therefore, the widespread conclusion is that, in order for rapid development to take place, it must be directed. In fact, development implies a planned change; it implies changes within the social structure of a country, a region or a community (Chumaiceiro, 1982).

The entire field of development has been and still is in considerable disarray, both theoretical and practical. Today it has become apparent that development problems are more serious and complex than some economists and social scientists have supposed. In the sixties, development was synonymous with economic growth and the idea of progress. For many developing countries this meant telescoping in a few decades what industrialized countries had taken more than a century to achieve. However, development in terms

of pure economic growth has not been very successful. It has resulted in an intensification of such ills as the widening of the gap between the "have's" and the "have-not's," and between the rural and urban areas. Also, lacking the capacity to determine what is appropriate to their development needs, developing countries accept (or are exposed to) the values and perceptions which underlie the foreign models, and particularly the technologies they import.

Latin America as a region, including its individual countries, was labeled underdeveloped until the United Nations Organization deemed it appropriate to change that label to "developing." The new term does not discriminate among nations since, in effect, all nations are developing. The term "developing," however, usually refers to a nation that is making progress toward providing adequate food, health, housing, and educational opportunities for its population. The World Bank defines a developing nation as one that has yet to achieve the technical, economic, educational or social standards available to other more developed nations (World Bank, 1979).

Although the countries of Latin America have many characteristics in common, they also have marked differences which influence their patterns of development. There are ethnic differences as well as differences in cultural and social customs, and there are different political alignments as well. Attempts toward regional integration have been undertaken, and regional economic as well as educational conventions are frequent; yet the development of regional programs is extremely difficult because of the great variety of socio-political situations and the great diversity of institutions within each single country (UNESCO, 1975b). It is equally evident, however, that Latinamerican countries suffer from problems and conditions that are strikingly similar and all too familiar, such as rapid population growth, enormous gaps between needs and the resources available for meeting them, widespread illiteracy, lack of homogeneity, wide differences in living standards between the urban and rural sectors, and a rising tide of urbanization and industrialization which brings about such far-reaching social changes as the disruption of traditional patterns (Horowitz, 1974).

These general conditions are not, however, synonymous with or the cause of underdevelopment; they are only symptomatic of a more general problem. Underdevelopment in Latin America, as in other third world regions is in great measure the product of historical forces, especially those released by European ascendancy and expansion. "Underdevelopment is part of a process; indeed, it is part of the same process which produced development" (Griffin, 1979, p. 30).

Perceptions about development have changed today, and an entirely new approach to the process that produced underdevelopment has been in the making, particularly in regard to Spanish America. Planners, social scientists and political leaders in Latin America are becoming increasingly aware that the ills plaguing their countries cannot be eradicated as long as other social transformations (i.e. inappropriate institutions, attitudes and values) do not occur. They realize, therefore, that much more attention must be placed on changing the structural conditions that led to inequities in the first place. Furthermore, the conviction is growing that the theoretical guides to development have been fashioned largely by outsiders and have been distilled exclusively from the historical experience of the European and North American

advanced capitalist nations. In short, a new look has been taken at the meaning of development, and many alternative strategies are emerging that stress ethical and cultural values and reject the notion that some societies ought to follow patterns set by others. This new approach emphasizes the role of "dependency" in the shaping of the internal economic, social and political structures of developing countries. Latin American countries now seek development that is indigenous, fitting to their particular timely culture and ethos.

INFORMATION FOR DEVELOPMENT THE CHALLENGE OF THE 80's

Some of the symptoms and consequences of underdevelopment are bringing untold suffering to millions of people. The hope is that the Third World countries, while eliminating that suffering as rapidly as possible, will draw upon the best from the developed world and combine it with their own uniqueness to produce a new liberated and humane society. Whether the developing countries can manage such a change without violent revolution is a critical question of our time.

As they move into the decade of the 80's, developing countries all over the world are faced with a crisis and a challenge. The crisis is the failure of formal education which for many years was perceived as the key to development and social justice. Scarce resources, burgeoning school-age populations, widespread illiteracy, endemic wastage and stagnation within the educational system, abysmally low quality of the system's products, and the socio-economic vacuum into which "graduates" of the system enter have shattered the old dream that educational expansion by itself will lead to social and economic progress.

The challenge is the challenge of information. In modern civilization it is well known that communication and information have become dramatically and strategically important. The impact of technology is changing most aspects of our daily lives. The political, economic, cultural and social implications of these changes are immense and can be summed-up in a sentence which is a warning but which might become a prophecy: The underdeveloped nations of the world today are those which came late to their industrial revolution; the undedeveloped nations of the future will be those which will come late to the information revolution. Can this prophecy be avoided? What should the library aim to be and to do in terms of the demands of national development?

LIBRARIANSHIP AND CULTURE

Librarianship, as a social instrument and a service to society, has followed a process of institutionalization influenced by the organizational structure and value system of its supporting culture. As an example, it is interesting to note that while libraries in Latin, predominantly Catholic, countries, such as Spain and its former colonies, have evolved mainly as archival services in support of a centralized government administration, the library movement, in northern countries with a predominantly Protestant tradition, has been characterized by an increasing involvement in the affairs of the community, culminating in the emergence of the public library, a unique North American creation.

However, in recent times most of the library development that has taken place in the world has stemmed from what may be termed the Anglo-Saxon tradition, and the patterns that have resulted have been propagated, consciously or unconsciously, by western librarians traveling abroad on consultant missions, and through library literature much of which has been produced in the United States.

The major lines of development that have characterized the growth of North American librarianship reveal it as a part of the particular process of institutionalization that characterizes American culture and the American psyche. Among the cultural elements that have determined the socialization of librarianship in the United States, two are of particular importance for our present concern: the tradition of local government and the principle of participatory democracy.

In contrast to Latin American countries where the development of libraries is centrally planned and government supported, the establishment and support of libraries in the United States have been mostly a local undertaking, originally through support by private groups, then by local governments, especially for public libraries. On the other hand, because the political structure of the United States aims at participatory democracy, the social function of the library rests on the notion that information and democracy, even participatory democracy, are interdependent ideas. Indeed, the concept of a library directly linked to the democratic ideals of equal opportunity and freedom of expression is an article of faith with American librarians.

From the convergence of these two principles the role of the librarian in the United States has emerged as that of mediator among co-existing interests, bent on providing to his community a service based on the assessment of perceived or felt needs. Students of library history have pointed out that the mediator role has often resulted in the domination of influential groups (Harris, 1976), and that the principle of democratic localism has in the long- run made the American library an elitist institution (Shera, 1972).

What is significant, however, is the fact that, as a consequence of the adoption of North American library patterns, the public library of a Los Angeles suburb could be reproduced in Quito or Caracas. Illich (1969/1979) points out that the nations of the West are packaging their services to contain their views of the world. He also contends that industrialized societies provide such packages for the consumption of their citizens, and that "the more the citizen is trained in the consumption of packaged goods and services, the less effective he seems to become in shaping his environment" (p. 437). What is true of citizens is also true of nations and, consequently, Illich defines underdevelopment as the "surrender of social consciousness to pre-packaged solutions" (p. 440). The transfer of library patterns from the United States to Latin America is a case in point.

The worldview of Latin American countries is embodied in the ideas and values underlying their own concept of development, and those ideas and values stress social justice and independence. Too often, however, the struggle for independence has been outside the direct experience of the masses. Independence has been good news, and true participatory democracy is an ideal to be striven for, but most people in the Third World have been spectators

rather than participants in the process of social change.

Development implies change, and a most significant part of change is indeed change in present conditions and currently held perceptions. The principle of free participation has no meaning in contexts where most people are unable to participate. For the Latin american librarian, therefore, the question: Can the library become a change agent in the process of development, is a very important issue.

THE CONCEPT OF CHANGE IN CONTEMPORARY SOCIETY

In our present day society, the problem of societal change and the processes by which change is generated, implemented, diffused and adopted has become the focus of attention of a growing number of researchers and theorists in a variety of fields and has given rise to a new interdisciplinary area of study -- the study of innovations.

The transfer of library patterns from the developed to the developing countries is an example of cross-cultural diffusion of innovation, and the conflicts and tensions created can be better understood in the light of the theory of innovation diffusion. The topic, however, is most difficult and complex because it is not easily dealt with in a few pages. Nonetheless, the issue is important to future understanding of the role of librarianship in Latin America and therefore, at the risk of oversimplification, there follows a sketch of a few possible kinds of analyses, as suggested by two recent state-of-the-art reviews, one from the field of education (Papagiannis et al., 1982) and the other from the field of communication (Dervin, 1982) which reveal significant similarities among disciplines.

Before continuing with this analysis, there are several points that need to be made. First, terms such as paradigm, perspective and viewpoint will be used almost interchangeably, to refer to descriptions of the world of a normative character that are essentially mixed with an ideological view and that are, therefore, neither provable nor testable by any clear rules of scientific evidence. Second, the amalgamation of diverse perceptions, formulations and theories into a single "perspective" is clearly an oversimplification. However, at this it is much more useful for our concern here to integrate than to separate.

Research on the nature of societal and individual change and progress has been conducted in various fields (social psychology, education, anthropology, economics, political sciences, national planning and development, communication, and so on) within the framework of two general social perspectives, which in the context of this paper will be called respectively the "transnational" perspective (by which is meant a social-economic view predominant in the Western industrialized world) and the "challenging" perspective (a label that covers the various critiques and objections arising to a large extent, though not exclusively, from the Third-World concern about equality and self-development).

The Transnational Perspective

The transnational perspective has been characterized by Papagiannis et al., (1982), as the capitalist - functionalist - modernity theory and summarized as follows:

> Within this perspective, society functions to organize collective action, to maintain and transmit a shared belief system, and to coordinate the various subsystems and manage change. Society is seen as essentially stable and enduring. Dramatic changes can take place but for the most part the tendency is toward equilibrium. Change is viewed as the adaptive differentiation of susbsystems to meet the challenges of the environment. Dramatic changes, such as revolutions, are often viewed as results of "breakdowns" or "malfunctions" in the system, and gradual evolutionary change is typically deemed better." (p. 250)

According to this dominant perspective, modern society, when compared with traditional society, is viewed in terms of its increasingly elaborate and specialized division of labor, which requires participation by suitably trained and socialized individuals. Invention, technology and innovation are seen as the main forces for increasing the economic and social capacity of individuals, which is required for the developmental upgrading of society. The progress from a traditional to a more developed society is gradual but subject to policy efforts that speed up the formation of more modern institutions and individuals (Lerner, 1958). The underlying theoretical structure of this perspective emphasizes instrumental rationality and technocratic ideology (Lenhart, 1980), and its most common equity goal is a fair, meritocratic competition for the social rewards offered (Papagiannis et al, 1982).

Within the transnational perspective outlined above, the most conservative view is characterized by the belief that individuals, groups, or countries that do not succeed in meritocratic competition have only their own deficiencies to blame, while a more liberal view argues that there are system imperfections that may develop "culturally deprived" or "socialy disadvantaged" individuals whose deficiencies may be ameliorated through actions of the public sector, i.e. special alternative programs or campaigns targeted at these disadvantaged groups.

The Challenging Perspective

Perhaps the more fundamental criticism leveled against the transnational prespective is that it assumes that the question of a good society has already been solved and, hence, it takes as given that social structures are operating in the interest of that assumed abstrct notion of society. It completely ignores that present social arrangements reflect historical and continuing conflict between groups with unequal power, and that the advantage of the powerful is maintained not so much by a conspiracy of "ruling interests" as by the logic of the structure of the social institutions which operate to reproduce social structure and, thus, to perpetuate inequality.

Given these conditions, expertise and technology are not neutral requisites of society, "but both a set of competencies, defined in the interest of those with greater power, and a set of social relationships which validates those definitions -- all intimately linked to the social institutions that create and legitimate experts" (Papagiannis et al., 1982, p. 253). Thus, methods, models and even technical languages reflect the bias of the social structures that create them. Consequently, the challenging perspective argues, the innovation process extends a "technological" ideology that is self-legitimating, providing the illusion of change, not its substance. Even the well meaning liberal practice of targeting special programs to marginalized people should be viewed with skepticism since fundamentally those schemes are flawed by a lack of understanding of why they are marginalized.

Behind these two previous perspectives stand two contrary interpretations of historical reality. The transnational perspective assumes that the social structure is operating in the interest of some abstract, unreal notion of society as a whole and sees change as being generated by the spontaneous actions of creative individuals. Thus, the tendency is to support change strategies which value efficiency, even if efficiency must be gained by vesting decisions in the hands of elites of trained managers, skilled technicians, high level manpower.

The challenging perspective does not deny individual creativity and genius, but argues that such creativity takes place within, and is the reflection of, a socially defined and quite limited context. In other words, individual consciousness is formed through social processes specific to a given historical situation. Illich recognizes this problem when he says that "underdevelopment is a state of mind, and understanding it as a state of mind, or as a form of consciousness, is the critical problem" (1969/1979, p. 439).

The challenging perspective, then, basically argues that for true change to take place, a revolution of ideas and values must accompany a transformation of structures. For this reason, Latin American theologians, social scientists, planners, educators, prefer to substitute for "development" the term "liberation," which implies that the underdeveloped assume control of their own change process. What was to be known as the "liberation" literature affected a variety of fields including the communication field, and was to have a great impact on information research and the concept of information.

CONCEPTUAL SHIFTS IN INFORMATION RESEARCH

Until recently, the study of information has been generally conducted within the framework of the transnational perspective and has been dominated by what Freire, in a broader context, calls the "transmission mentality." Dervin (1982) calls this phase of communication research the "objective information" or "absolute information" approach and characterizes it as the "sources-sending-messages as if messages can be tossed like bricks to receivers" (p. 87). According to this view information is something valuable and useful, capable of modifying behavior, a standard against which receivers are measured.

Social research conducted within the general framework of the sources-sending-messages-to-receivers paradigm assumes that information availibility leads to understanding and use and that, if a system is sufficiently saturated with information, a general understanding of the topic will develop within the system (Donahue et al., 1975, p. 3). Thus, the solution of social problems is related to inputs of information, and the researcher's main concern becomes "whether the receivers got the message, which didn't, which did, and as well" (Dervin 1982, p. 92). In this type of research it is seldom implied that the sources are at fault, and the receiver is usually blamed for failing to catch the messages.

The first indications of contradiction in the conventional paradigm came from empirical evidence showing that greater availibility of information does not necessarily bring about awareness and information gain, and that higher levels of information input do not lead to general equalization of knowledge throughout the system. Rather, study after study indicated that some people, some times, under certain circumstances, do not get the messages. Furthermore, it became increasingly evident that as information in society becomes more available, the poor get poorer and the rich get richer. Writers began referring to this evidence as "the knowledge gap," "the information gap," and the "communication effects gap."

Reactions to these findings were of two kinds: first came attempts to explain the contradictions by trying to identify those conditions under which one could assure that receivers got the source's messages; then there was growing concern for rectifying the situation in the form of special programs targeted at the disadvantaged.

A more significant reaction to the "gap hypothesis" arose out of concern of Latin American and other third- world writers for equality and for the development of their countries. This challenge was primarily of a political and ideological nature and, as we have just seen, was to have an impact beyond the communication field. Essentially the major criticism leveled by Latin American theorists against the source-oriented paradigm is that it characterizes some groups as deviants from the established norms. In fact, those writers contend that the blaming-the-victim syndrome, which results from using the sources-oriented approach, is at the center of problems involving the understanding of such concepts as change and development.

Latin American researchers also contend that the conventional communication paradigm is a reflection of the society which has generated it and, thus, not useful in third-world contexts, because it has embedded within it some assumptions about the nature of social systems which, they feel, either do not apply in the Third-World or ought not to be applied. Instead, Latin American writers persistently call for a changed conception of the role of information in development away from source oriented message transmission to self-development. The emphasis, Latin American theorists keep insisting, should be placed on receivers' goals with sources being blamed if the receivers fail to respond and communicate.

The critiques from the Third World were striking at the heart of the "transmission mentality," and as a result, researchers and theorists are taking a new look at the nature of man and its use of information. The general

tendency is a change of emphasis from sources to receivers based on the perception that source and message are inseparable and become information only when used. According to this viewpoint, information is grasped as a whole unit of content and form; it is the product of the interaction between message and receiver. Thus, communication cannot be seen merely as a passive process whereby the receiver catches messages thrown by sources. On the contrary, since information is not recognized unless it is transformed or generated by a user to suit his own "vital perspective," communication is not a matter of simply getting more "objective" information about the world, it is a matter of how well humans are able to operate within their own context and understanding.

One of the more significant consequences of the general move away from source-oriented information research has been the growing conviction that it is necessary to start with the needs of the users/adopters, the way they diagnose their problems and the changes they want to initiate (Havelock et al., 1969). As a result, researchers have begun to set aside the perfect rationality assumptions in favor of studies of how in the real world processes of change and communication take place (Roger and Shoemaker, 1971). As the study of information enters the 1980's, research is beginning to emerge that looks at information as a user construct rather than an observer construct. Increasingly, one can see research moving from cross-situational approaches toward situational approaches which take the point of view of the individual as he attempts to cope with problems in a situation that he defines in his own terms at a particular time. This move is based on the assumption that a person's perception of a situation is the best explanation of when and how he or she will communicate about that situation. (Grunig, 1978, p. 42)

A RENEWED SENSE OF SERVICE IN LATIN AMERICAN LIBRARIANSHIP

The issues and new conceptual trends that have been discussed acquire new meaning for Latin American librarians in the light of the ideas expressed by Paolo Freire, the Brazilian educator. For Freire (1970/1979) liberation is to engage in "cultural action for freedom." He believes that one of the gravest obstacles in the achievement of liberation is that the situation of underdevelopment is so oppressive, so dehumanizing, that it absorbs those within it, and thereby acts to submerge men's consciousness. Thus, it follows that people bring into the innovation process the marks of their origin: their perceptions, their prejudices and their deformations. According to Freire, these perceptions include on the part of innovators, "a lack of confidence in the ability of those they want to help," and on the part of the adopters, both a lack of consciousness of their own situation and a lack of confidence in their knowledge and ability.

Given the preceding context, to surmount the situation of underdevelopment (or oppression as Freire puts it) both oppressors and oppressed "must critically recognize its causes, so that through transforming action they can create a new situation" (p.447). This transformation requires the development of a pedagogy; a pedagogy "which must be forged *with* not *for* the oppressed (whether individuals or peoples) in the incessant struggle to regain their humanity" (p. 448). Central to Freire's pedagogy of the oppressed is the concept of *conscientizacao*, a term which refers to learning to perceive social, political and economic contradictions. *Conscientizacao* and transforming action are so closely linked that one does not occur without the other. "Word and

action [Freire says] are intimately interdependent." The problem is that the oppressed have lost the "word" and almost never do they realize that they, too, "know things" they have learned in their relations with the world and other men.

The appropriate method to help the oppressed unveil their own consciousness, according to Freire, is dialogue; a permanent dialogue that the leadership establishes with the oppressed; hence the process of change is eminently a communication process. In other words, social change is based on a dialectic between economic, political and cultural realities as planned for by a leadership, and as personally experienced by participants. Participation in the social and political process, therefore, means being able to decode the social realities as codified (structured) by others as well as encoding realities as personally experienced. Some individuals, groups, and societies are in "gap," not only because they cannot decode the social realities as encoded by others (they cannot behave like buckets), but primarily because they cannot encode (and therefore structure for purposes of transmission) social realities as they personally experience them. This is what Freire means when he says that the oppressed have lost the "word." The "gap" idea, therefore, is a central idea in any concern of communication, in any concern of development, and it is indeed the librarian's concern.

Here lies the key to the role of librarianship as a change agent in underdeveloped societies. Until now information theory and research in its efforts to evaluate and predict information use has concentrated on the first part of the dialectic relationship (the sources) and has completely ignored the second (the receivers). Now, the new orientations are telling us that an individual's perception about a situation is the best indication of when and how that individual will communicate about that situation. Freire postulates that the pedagogy of the oppressed must deal with the problem of both the oppressed's consciousness and the oppressors' consciousness; in other words, it must take into account their world view, their "vital perspective."

The perception of social role in librarianship, as it has developed in the United States and other industrial developed countries, and as it is emerging in the Third World, respectively and generally correspond to the two social perspectives just reviewed. Thus, the perception that views the librarian as a broker mediating between conflicting demands by referring to a vague concept of service, and the emphasis on technical processes, managerial procedures, and economic effectiveness reflect the transnational perspective.

Conversely, in recent years there have been persistent calls from the Third World, especially from some African countries, for a new type of information specialist who could go into certain specific areas (i.e. rural communities, deprived urban sectors, jails, hospitals, factories and so on) and function as a coordinator (catalyzer) of information needs and resources in multidisciplinary programs targeted at those areas. This type of information professional has been described under several names such as "pioneering librarian," "barefooted librarian," "library corpsman" (Tjoumas and Hauptman, 1982), but the general idea is a type of professional who would integrate different media and various information techniques into a single combined effort targeted at a particular group of users in determined circumstances.

These calls for a new type of professional and for indigenous services and methodologies reflect the concern for equality and self- development that characterizes the challenging perspective. Of course, positions are not as clear cut as pictured here, and it should be pointed out, once again, that a growing number of librarians in the developed world have been committed for some time to improving services to special groups through special outreach programs. Conversely, many librarians in developing countries are the products of the education they have received and hold very conservative views about their professional role.

Change, innovation, development are not gifts bestowed by the leadership, or by those that are committed to the process. They are the result of a dialectic process between innovators and participants in which all involved learn to recognize their own consciousness, and in that process, which is essentially a communication process, the librarian, the modern librarian, has a central role to play. Research, theory, experience and idealism are converging to indicate alternative communication strategies, and are beginning to explain the "how" of that communicating.

The new orientations confirm the calls for a new type of professional and for a bold and non-traditional library service which cuts across the compartmentalization, imposed by tradition and organizations, to meet the circumstances and conditions in which people find themselves.

Development implies change, and development planning is history making. Waiting for individual participants within our programs to make demands for "information," once they have internalized the importance of "being informed," is to misunderstand the dynamics of planned change and to stultify the role of leadership in the development process.

In the presentations that will follow during the seminar we will see how our colleagues from various parts of Latin America are confronting these problems and finding realistic and practical solutions.

BIBLIOGRAPHY

Dervin, B. (1982). Communication gaps and inequities: Moving toward a reconceptualization. In B. Dervin & Voigt, M. J. (Eds.), *Progress in Communication Sciences*, 2(II). Norwood, N.J.: Ablex Publishing Corp.

Donahue, G. A., Tichenor, P. J., & Olien, C. N. (1975). Mass media and the knowledge gap: A hypothesis reconsidered. *Communication Research*, 2(1), 3-23.

Chumaceiro, F. (1982). [*Problems of Development*]. Paper presented at the XIII Assembly of the Association of Caribbean University and Research Libraries (ACURIL), Caracas, April 1981.

Freire, P. (1970/1979). Pedagogy of the oppressed. In C. W. Wilber (Ed.), *The political economy of development and underdevelopment*. New York: Random House, 1979, 445461 (Reprinted from the author's *Pedagogy of the oppressed*. M. B. Ramos (trans.) New York: Herder and Herder, 1970.)

Griffin, K. (1979). Underdevelopment in theory. In C. K. Wilber (Ed.), *The political economy of development and underdevelopment* (2nd ed.) New York: Random House.

Grunig, J. E. (1978). Accuracy of communication from external public to employees in a formal organization. *Human Communication Research*, 5, 40-53.

Havelock, R. G., Guskin, A., Frohman, M., Havelock, M., Hill, M., & Hubert, J. (1969). *Planning for innovation through dissemination and utilization of knowledge*. Ann Arbor, Mich.: Institute for Social Research, University of Michigan.

Harris, M. H. (1976). Portrait in paradox: Commitment and ambivalence in American Librarianship; 1876-1976. *Libri*, 26(4), 281-301.

Horowitz, R. G. (1974). La biblioteca escolar en Venezuela: Un modelo de servicios bibliotecarios para un pais en vias de desarrollo. *Serie Divulgativa del Banco del Libro*, Caracas.

Illich, I. (1969/1979). Outwitting the "developed" countries. In C. W. Wilber (Ed.), *The political economy of development and underdevelopment*. New York: Random House, 1979, 436-444. (Reprinted from the author's *Celebration of Awareness*, New York: Doubleday & Co., 1969.)

Lenhart, G. (1980). *On legal authority, crisis of legitimacy and schooling in the writings of Max Weber* (Program Report No. 80-B19). Institute for Research on Educational Finance and Governance, Stanford University, Stanford, California.

Lerner, D. (1958). *The passing of traditional society: Modernizing the Middle East*. London: Collier- Macmillan.

Papagiannis, G. J., Klees, S. J., & Bickel, R. N. (1982). Toward a political economy of educational innovation. *A Review of Educational Research*, 52(2), 245-290.

Rogers, E., & Schoemaker, F. (1971). *Communication of Innovations*. New York: Free Press.

Shera, J. H. (1972). *The foundations of education for librarianship*. New York: Becker and Hayes.

Tjoumas, R., & Hauptman, R. (1982). Education for librarianship in the developing countries: A radical departure. *Libri*, 32(2), 91-108.

UNESCO (1975). *Final report*. Intergovernmental conference on the planning of national documentation, library and archives infrastructures. Paris, 23-27 September, 1974.

World Bank, The (1979). *International technology transfers: Issues and policy options*. Washington, D.C.

IFLA GENERAL CONFERENCE, CHICAGO

Division:

Section: PRESESSION SEMINAR

PUBLIC LIBRARY SERVICE FOR ALL

1985

142-PRESESSION-12-E

Mobile Libraries: Tools for the Promotion of Public Library Services in Colombia

by

Myriam MEJIA

KEYWORD(S):

For internal use only:

To be brought to meeting no:

Remarks:

to be presented orally ☐

for distribution only ☐

MOBILE LIBRARIES : TOOLS FOR THE PROMOTION OF PUBLIC LIBRARY SERVICES IN COLOMBIA. *

BY MYRIAM MEJIA. Library Section Head Colombian Institute of Culture

I N T R O D U C T I O N

Having the opportunity to present before colleagues participating in this International Forum, experiences obtained in Colombia with regard to mobile library programs, is of significant interest and importance.

Although these experiences may not be representative from a quantitative point of view, they are significant qualitatively speaking. Results obtained thus far and impact caused on the communities serviced, have generated staff training actions for those who work in national public libraries,[1] / - in the organization and establishment of mobile public services - actions performed in order to create a proper mood for the arrival, during the second half of 1985, of 70 mobile units (33 bibliobuses and 37 bibliojeeps), acquired by the national goverment for territorial uses [2]/.

Likewise, through demonstration purposes, it has been possible to motivate librarians to make their public library services more dynamic, extending them towards the population that had previously never made use of them, specially peasants in rural zones, and population scattered for geographical

reasons, or removed for different reasons, from service operation nuclei. Plannification of mobile library services, and utilization of resources at hand, has been emphasized during training workshops.

Having 70 mobile libraries will decrease the public library service shortage, estimated, for the urban sector alone, in 45.75%. This important circumstance without match in Colombia and in all Latin America, will not alone solve all information, research and cultural promotion needs and problems, for the approximately 28.000.000 inhabitants making up the entire population. It is expected that this generalized motivation will make public libraries - in accordance with the initiatives they develop and their available resources - find in mobile libraries an effective instrument to project, extend their services, and create conditions favorable to the establishing of libraries wherever it is viable to do so.

I. THE PUBLIC LIBRARY : CENTER FOR INFORMATION AND CULTURAL DEVELOPMENT IN THE COMMUNITY.

We often think of electricity, water and sewerage, education and health as public services that are basic to the community. We tend to leave out cultural and information services - either intentionally or because we do not fully appreciate the importance these services have for individuals in society. However, lack of these services may at a given point be as serious to people, as the lack of water of or hospitals might be.

If citizens have access to information that allows them to solve everyday problems and to fulfill basic needs; if they can express, observe and get to know different artistic and cultural manifestations in their community, their region, their country, and in general the world that surrounds us, the quality of their living may improve, and they will learn about the society they live in, the rights they have, how to defend those rights, how to participate in the decisions important to the community, what resources and services are at their disposal, and how best to use them. Thus access to information and cultural goods and products is a right that every citizen has. The goverment, at municipal, departmental and national levels, must facilitate this access. How is the above achieved? Establishing public libraries and improving and promoting those already existing, in such a way that they become real centers of information and cultural development, and not just place were books are stored indiscriminately.

What about the community? The community that makes up the library is not only the set of readers who attend it either permanently or randomly.

To the public library, the community is made up of the whole population located within a given range of action. If, within this range of action there are parts of the community, such as rural sectors, or people living far from a service operation center, that for different reasons can not make use of existing services, the public library is under the obligation to offer alternatives. Mobile libraries are tools that allow the reader to approach books; descentralize and / or substitute regular library services

and promotes reading. Mobile libraries are an important mechanism facilitating coverage of isolated areas at relatively low costs. They serve to extend library services and generate a process that makes the community become aware of its needs for information and research. In this sense there are very significant experiences serving to prove that mobile libraries are by excellence important generators of permanent library services.

The process begin with "stops", that later on become "service points", and finally turn into permanent libraries.

II. LIBRARY SERVICES FOR SCATTERED POPULATION

2.1 Scattered population and problems affecting it : We refere to rural population; population discriminated in cities; population temporarily or permanently housed in places such as jails, hospitals, old age homes, etc., since in Colombia there is a development unbalance. Its consequences determine great social cost expressed in high levels of illiteracy, school desertion, low-working performance, high morbi-mortality rates, among others. This situation, unmodifiable in time, has made problems become perpetual.

In rural areas, low standards of living result from the interaction of multiple factors: production, transportation and commercialization problems; income obtention and distribution; dietary habits; hygienic-sanitary conditions and health; low educational levels; absence of information and of services that promote reading and help peasants approach cultural goods and manifestations. All these factors make up the general panorama. The scarce and / or inadequate awareness that the mojority of the peasant population

has about the way these factors influence their living conditions, makes problems become all the more critical.

The national education system, traditionally, exhibits a gap between the production process and educational functions; curriculum contents tend to be set apart from reality. The school, specially in rural areas, is a cohesive force, and very frequently the instrument that sets off different development plans in the peasant community. Its scope does not reach the adult population where there is a high illiteracy rate. This makes the need of non-formal education programs for adults, specially literacy and post-literacy programs, become priority. Renewed programs: literacy campaign, non-formal education, radio and T.V. educational broadcasts, open and distance education, and library services, among others, play an important role, conceived in such a way as to contribute to the solution of needs and problems in a specific reality. It concerns the public library to support programs that help and promote community participation.

2.2. Planning of library services for scattered population: Planning of library services must be based on a real knowledge of the conditions surrounding the community, its limitations, interests, and necessities. Relevant variables are population, political, economical and cultural conditions, and the existing degree of community organization. Types of services and activities to be developed must be decided with members of the community, so that in the future the communities themselves may introduce the modifications needed to reach a consistent and well organized

level of participation. The above must be taken into account in planning any service. Is is all the more important since for a long time this population has been underestimated, and is not offered equal opportunities, or means to progress.

In short, library services for scattered population, must rest on a methodology sustained on the following principles:

- Parting from a joint diagnosis that helps establish and strengthen relationships between the services and the community, and promotes community cooperation.

- Application of a joint methodology in development of activities.

- Combination of theory and practice that looks for a change of attitude and readership behavior.

- Continuation of joint institutional and multi-sectorial character in the set of actions undertaken, so that an ample vision of the significance and importance of library services as elements contributing to integral community development is achieved.

III. MOBILE LIBRARIES IN COLOMBIA : RELEVANT EXPERIENCES

In agreement with the principles supporting methology for the planning of library services to scattered population, Colombia has developed two relevant programs: the first under the responsability of the Biblioteca Pública Piloto de Medellín[3]/ and the second in charge of the Colombian Institute of Culture, COLCULTURA [4]/.

In both cases, a bibliobus was selected to provide services.

3.1. Biblioteca Pública Piloto de Medellín's extension program [5]/ : In 1955 the bibliobus belonging to this library began work, with the aim of extending library services to the whole community, particularly in the city's most distant points. The program established branches in private and public schools, parishces, hospitals, and different neighborhoods. By 1959 there were ten branches. Branches grew progressively, depending on the demand originated by the mobile unit services offered throughout the city. Cooperation from the different communities, which contributed locales and furnishings, was always available.

Under the slogan "Books look for readers", communities serviced were 12 factories, 2 workshops, 1 juvenile reformatory, 1 military headquarter. 12 primary schools, 18 neighborhoods (in parks and church courts) one town and one municipality for a total of 48 "stops" that tended to

workers, mechanics, youth under rehabilitation soldiers, school children, school teachers, housewives, and young people, who had interrupted their primary or secondary studies, and whose only occupation was meeting daily on street corners. The task was difficult, at first, since some librarians and leaders involved in educational programs considered lending books too risky and foresaw loss of materials if they were lent out with no cost. These people in general did not understand the benefits of the service and their behavior made the Biblioteca Pública Piloto reinforce its awareness process. Later on these people became so involved with the program that they would enter their mobile units like "lord and masters".

A dynamic developed : starting from "stops" and travelling boxes, reading clubs were set up first, and then the Piloto opened permanent branches. Mobile services accelerated the development of a library extension program foreseen for only years later, in the city of Medellín and in nearby towns.

It set a pattern and left traces in people of that generation. Economical difficulties that did not allow adequate and timely maintenance of both vehicle and book collections, made closing the service inevitable. This was a painful surprise for the populations, which expected more an better library services.

Inspite of the above, interest in reading went from urban areas to rural ones, and it was supported by means of travelling boxes. Books packed in boxes were taken to the different towns and small villages. A community

leader was put in charge of lending out the books. What originated this activity was the petition of a "silletero", a peasant who sells flowers attached to this back in a "silla", who would come to the city, sell his flowers and return with an empty "silla". He took advantage of this circumstance to return to his village with books for loan.

In a cafeteria located in downtown Medellín a small collection of a hundred books periodically renovated, was also established, for those who could visit it during lunch and dinner time. Afterwards the same employees began asking for more books and using branch services.

3.2 Experimental Bibliobus Program developed by the Colombian Institute of Culture 1981 1982

Demonstration of library services is part of the activities that COLCULTURA carries out in public library sectors throughout the country. Establishing model libraries is the best tool for explaining to people how libraries work and thus showing their usefulness. In order to implement this activity, the Institute appealed to UNESCO for the donation of a fully equipped bibliobus, and for assistance in training of personnel, as part of the cooperation project COL / 76, undertaken between Colombia and UNESCO. In 1981, the staff responsible for the program, which took on an experimental character, received training by a consultant. After training and the bibliobus's arrival, service planning was begun. Four communties were selected to receive service, Cota, Tabio, Chía and Tenjo, all belonging

to Cundinamarca, since they had no library and were located near Bogotá, operational headquarters for the program. This circumstance made showing results of the experience possible, and allowed managing the program and making direct contact with the communities involved. In the four towns chosen because they had no public library, the bibliobus acted as substitute and fulfilled an additional role as promotor of library services, generating dynamics that could afterwards result in the creation of a public library in each of the towns.

What followed was a socioeconomic study of the towns in order to establish the number of inhabitants, their occupation, age range, information needs and interests, etc. Another study was undertaken to measure the attitude the community had before the bibliobus, and what the behavior of the same community was after it had been provided for some time.

As a result of the preliminary investigation it was found that 90% of the population did not know what a public library was. After the basic information was collected, bibliographical material selection was determined as well as services to be offered and general guidelines for working with the community. Parellel to this, in each of the towns, Support Groups were formed, with representatives from the different community sectors. Participation in these Support Groups was voluntary, and representatives were from the community Action Board, housewives, hospital workers, school official, town council, members, etc.

Support Groups knew their community best, and became a link between the program and the community. Support Groups under the guidance of COLCULTURA, were in charge of cooperating with preliminary studies undertaken : registering users, promoting and making the service known on a regular basis, participating in periodic evaluations and carrying out complementary activities that pertain to a public library, as cultural community cultural center.

One of the members of the Support Group was a representative of the Town Council. With the Municipal Town Council the Institute signed an agreement establishing in writing the compromises to be undertaken by both parts. Why an agreement with the Town Council and not with Support Groups directly? Because the municipal goverment should be in charge of the public library service as it is a public service provided to the community. It is the town's duty to undertake this responsability and its commitment with the experimental program was essential so that when the bibliobus was withdrawn actions leading to the establishment of a public library could be assured.

After the agrement was made and the program established, service took two forms: directly and indirectly. Directly, a user would approach the bibliobus, ask for the books he needed and withdraw them; indirectly, by means of the Support Group. The Support Group held in its possession a list of the books lent out by the bibliobus. Users would claim books, place their orders and return books through the town's Support Group. People did not need to be present the day the bibliobus visited the town. Sometimes the Support Group had no permanent headquarters of its own, but users could

return or claim their books through a store owner or with the Cooperative's manager, who where were members of the Support Group. This developed an active relationship among community members and its representatives in the Support Group, in such a way that if there were ten members of the Support Group, there were ten service-lending sites. Support Group members generally had experience in working with the community, and usually were community leaders who also provided guidance to readers, since mere bibliographic material lists, organized by title, author and matter, were insufficient on their own to meet user's needs. The bibliobus staff (library science graduates, librarians and assistants), and Support Group members would guide readers, offering them recommended books, by means of bulletin boards, conferences, movies, etc,

the initial collection consisted of 4.000 books. If a user asked for a book that was not on the lists, an effort was made to get it for him. The bibliobus would make a weekly stop at each one of the towns, and stay in it half a day. This did not mean that the community had service only half a day. They had access to books any day of the week and at any time, through members of the Support Group.

Program evaluation was carried out each month on the basis of statistics compiled, and the community's behavior regarding the service. This evaluation served to detect problems and achievements, and to help choose the best approach to be taken in order to bring together community sectors. The first to be interested in this service was the school population. Afterwards came

housewifes , peasants, and the rest of community members. The bibliobus would stop at a different place each time: in the marketplace on marketday when peasants would come into town to sell their products and do their own shopping. This physical nearness to a space that was already familiar to peasants in the urban area, gave way to their becoming involved with the library service and its use. During the nine months the experimental program lasted, creation of a fixed public library thus developed. When the bibliobus was withdrawn, three of the four towns had ascertained a site and a minumum of resources to open a public library.

Final evaluation of the experimental program per se and the extension program permitted establishing that the bibliobus, acting as a substitute of a public libraru, is an excellent tool for beginning library services in a community, and a resource that allows reaching communities located at great distance from established public libraries. Its regular presence in the community becomes an event that promotes community integration, enthusiastically looked forward to by the community.

In small communities, with roads that make it difficult for a bibliobus to reach them, a bibliojeep can fulfill the same role. Since the vehicle has a reduced capacity to transport a wide collection - compared with that of the bibliobus - travelling boxes complemented the collection and allowed rotation of reading material to take place.

CONCLUSIONS

For a public library to project its presence as a cultural development center in a community, offering it services that satisfy its needs and expectations, it must open taking into account all other cultural entities and social assistance services, which allows permeability in the cultural action undertaken and developed. The above helps to make the community conscious of the fact that information offered in reading material provided by mobile libraries is useful and necessary, and generates a process in which the community, from the passive fact of receiving materials and information, acquires the active habit of incorporating, assimilating, and recreating information, and, in short, transforming it into an element that contributes to the development of each of the members and of the collectivity as such.

In planning an action, mobile public library services should be linked to other development strategies that tend to find solutions to other basic sustenance needs of the population, trying in this way to demonstrate their interrelationship and to create a space within the group of basic services that are vital to the community.

NOTES

1. During 1984 and the first semester of 1985, The Colombian Institute of Culture, in coordination with different departmental and local cultural entities, has held 25 workshops on the subject and trained 515 people attending them.
2. Colombia has a political admininistrative division that consists of 32 territorial entities distributed in 23 Departments, 4 Intendancies and 5 Commissariates.
3. Model library for Latin America, inaugurated on October 24, 1954, established according to guidelines given by UNESCO. It was the first entity in Colombia and Latin America to lend mobile library service.
4. Colcultura coordinates the National Public Library Network that is part of the National Information System S.N.I.
5. Extract taken from the document "Experience derived from the extension serviced provided by the Biblioteca Pública Piloto de Medellín, Medellín, Colombia, 1984.

---

* Translated from Spanish by ANABEL TORRES

IFLA GENERAL CONFERENCE, CHICAGO

PRE-SESSION SEMINAR

PUBLIC LIBRARY SERVICE FOR ALL

University of Illinois at Chicago
August 11 - 16, 1985

1985

144-PRESESSION-
13-E

MEXICO AND ITS PROGRAM OF PUBLIC LIBRARIES 1983-1988

by

Rosa FERNANDEZ de ZAMORA

KEYWORD (S):

or internal use only:
o be brought to meeting no:
---
marks:
be presented orally ☐
r distribution only ☐

During 1984 about twenty million mexicans used the services of a public library.

This figure is the result of an extraordinary effort of the mexican government to make available to all mexicans an equal opportunity to reach the written word. This is the goal of the National Program of Public Libraries.

Mexico is a Republic formed by 31 states and a Federal District (Mexico City). Each state has a different number of municipalities, which all together come to a total of 2,378.

The Republic is democratic, federal and representative, and each state is sovereign to act at its citizens' will.

From 14 million in 1921, the population is 20 million in 1940, 69 million in 1980 and 75 million in 1985; only one third of the population is rural; cities grow -some- dangerously.

The metropolitan area of Mexico holds twenty two percent of the country's total population (16.5 million), and by the year two thousand, if things keep the same way demographically speaking, it will hold twenty six millions.

In the last decade, there has been an average of 600 people per day, who have immigrated to Mexico City only, with the false hope of finding a better way to live over here.

Although these people are urban newcomers , they grew up in rural areas.

Fifty per cent of the country's industry is concentrated in or around Mexico City, and forty five percent of the country's labor force is employed here.

The same problem of constant immigration is taking place in the cities of Guadalajara, Monterrey, Puebla, León and Torreón. To thisdate there are 156 cities of over 250,000 people and more them 100,000 communities with less them 2,000 inhabitants.

In order to provide the necesary library services to these big cities and to more inhabited areas, the Program hopes to establish a public library in every state capital as a first stage, followed by one such library in every municipality over 30,000 inhabitants.

The third stage contemplates the establishment of a public library in all municipalities smaller than 30,000 inhabitants, which have at least one high-school and finally, the provision of library services of different types to small and scattered rural municipalities, by the use of various tipes of mobile libraries.

The idea is that, by December 1988 every mexican who so desires will have the same opportunity to reach a book and read it, at no cost. This will be the epitome of a long-cherished desire expressed by several generations of mexicans who have placed a high value on education as a way of achieving freedom, justice and democracy.

The experiences and realisations of the former years have been used as a base for the establishment of the Program.

In this century there are glorious years for the public libraries in the twenties when José Vasconcelos created in the Secretary of Education the Department of Libraries.

Among Vasconcelos achievements were the foundation of almost two thousand libraries and the construction for the first time, of a building exprofesso for a public library: the Cervantes Library built in nineteen twenty four.

After Vasconcelos left, most of the libraries disappeared and the public library movement entered into a profound sleep, with the only exception of the creation in nineteen forty six of the most important public library that this country has ever and: the Biblioteca de México founded by Vasconcelos.

Since 1983 our country is living a deep economic crisis.

The word "crisis" has two facets: the one we all are well aware of nowadays, which is its ugly face and can be summed up in simple terms: less money to do anything.

The other, a different aspect: a challenge to achieve more results in a shorter time time with less resources.

This aspect is what we are going to talk about today.

The goals of the National Program of Public Libraries would have been unreachable if the federal government would have decided to try to reach them by itself.

With the economic restrictions of the moment, and the policy of the International Monetary Fund which demands the reductions of public spending, such a goal would have been an impossible dream.

Consequently, the goal as a whole was approached looking at its various components separately.

For this purpose the first question asked was "¿what do you need to open and run a library?".

In response you have basically three main components: facilities, books and personnel.

And these three elements are being provided to the citizens through a written agreement signed by the Secretary of Education and the governor of each state, by which the Secretary agrees to provide the book collection already catalogued and classified, agrees to train the human resources needed to provide the services, and agrees to set and control the standards; and the governor agrees to provide the facilities and to pay the salary of the personnel.

Thus, through a joint state and federal effort coordinated by the Secretary of Education, the Program is advancing.

Mexico is a federation of states. It is up to the governor of each state to decide whether to join the National Program or not to do it.

The Program was approved and publicly announced by the President on August 2nd. 1983; many states signed the agreement immediately and to this date, 30 out of the 31 states have joined the Program.

Advancement

As of June 30th ,1985, there were 374 new public libraries operating. Twenty one of these libraries are State Central, and are settled in the capital city of different states. Ten libraries are Delegation Central ones in several political delegations of the Federal District.

There are also six bookmobiles serving small and scattered communities. 1,392,336 books have been distributed among these libraries, as well as among the 300 public libraries opened before 1983.

These books have been provided to the libraries with their spine labels as well as their loan pockets and slips already posted, so that service to patrons can be provided without too much knowledge of library technical processes. Card catalogues are provided in alphabetical order.

Like in other countries, public libraries are growing into a network. The General Direction of Libraries is responsible of the general coordination of this network. Each state coordinates its municipal public library network via the central state public library.

Services

Public libraries are seen as comfortable cultural spaces to serve the community. Their stacks are chosen in bright colors, their tables and chairs are confortable and, wherever possible, plants are included as a part of the requirements.

Open shelves are standard, and so is home lending and the activities to promote the will to read.

Promotion of the habit of reading

For the Program, a measure of success is the number of patrons served. In a country where reading has not been a tradition in the past, it is necessary to promote the habit of reading.

This is attempted via a series of activities which are carried on with the purpose of awakening in the ordinary citizen the will to read.

Inside libraries, workshops are provided on topics of interest to children, young adults, women, workers, etc.

During this year 728 such activities have been offered, with 34,827 people participating.

Research

Research is a basic activity for the devolopment of the Program.

The research projects being conducted are grouped as follows

1. Research oriented to the identification and measurement of factors affecting the performance of library services: that is to say, direct research.
2. Documentary research which covers library history, the compilation of basic bibliographies for the states and the Federal District, the study of a law comprising the national library system, the compilation of directories.

The first group of research has been the source of the following projects:

a) User studies of public libraries in the Federal District, in order to assess their ratio of influence, the average time spent by each user at the library and the kind of services demanded.

b) User study of Biblioteca de México, Mexico City's metropolitan library, in order to know the reasons for the heavy use of this library (7,000 daily users).

c) Study of the effective working hours of the public library staff.

d) Community survey to find out the reading habits, the use of leisure time and the attitude towards the public library. This study is being made in three areas of the Federal District.

e) Children user studies in order to assess their attitude, motivations and conduct towards the public library and to measure the influence of the public library activities for children in their acquisition of library skills and reading habits.

f) Evaluation of library services and training courses in order to test the guides, regulations and standards provided for the development of the National Network of Public Libraries.

All the abqve studies are oriented to the gathering of information which will enable decision making in different areas of the Program: collection development; selection of sites for public libraries; library services which should be offered; training of personnel; promotion of reading habits.

Documentary research comprises the following projects:

a) Library history. It's aim is to provide the history of the development of public libraries in Mexico. Taking in consideration that it is a subject being researched for the first time in Mexico, it was decided that it should cover the history of libraries in Mexico from the colonial period to our days.

A group of researchers is working in Mexico City, engaged in the formulation of a general view of the development of libraries.

At the same time, individual historians have been contacted to investigate the development of local library services in each of the 31 states which Mexico comprises.

The result of this project will be the understanding of the lessons of the past, regarding the development of public libraries in Mexico.

b) Compilation of basic bibliographies for each of the 31 states of the Mexican Republic and the 16 delegations of the Federal District.

c) Library standards and regulations as well as working procedures for the provision of library services.

d) The legislation for the National Program of Public Libraries, which comprises a comparative study of needs and laws regarding this matter in other countries, and a final proposal applicable to Mexico.

e) Compilation of the National Directory of Libraries.
The publication of its 7th edition is being prepared for 1986.

f) Special Collections. Included in this research program, special notice should be given to the project called Rescue of the National Bibliographic Patrimony. Its general objective is to make this bibliographic patrimony available and its specific objectives are to promote its historical importance; to promote its use; to encourage its conservation; to insure their preservation in the country.

The final products of this project will be:

1) A directory of special collections in Mexico.

2. Staff training for the handling of these collection.

3) A handbook for the evaluation, care and use of special collections.

Training

On August 1983 the Program started its training courses for the personnel in charge of the library services offered by public libraries.

As of July 1985, 72 basic courses have been offered with a total attendance of 2,013 trainees, 1,316 in the states and 697 in the Federal District.

Public libraries have been opened thanks to the cooperation among the municipalities, states and federal governments.

Wherever public libraries have been opened, they have enriched people and in a time of scarcity and lack of hope, they have been a seed of light.

ANA MARIA MAGALONI DE BUSTAMANTE

ROSA MARIA FERNANDEZ DE ZAMORA

AUGUST 1985

IFLA

1985

IFLA GENERAL CONFERENCE, CHICAGO

PRE-SESSION SEMINAR

PUBLIC LIBRARY SERVICE FOR ALL

University of Illinois at Chicago
August 11 - 16, 1985

148-PRESESSION-

17-E

RURAL OUTREACH IN U. S. - OHIO

by

John J. Philip
State Library of Ohio

KEYWORD(S):

For internal use only:
To be brought to meeting no:

Remarks:
to be presented orally ☐
for distribution only ☐

Recent history of library service to rural Americans has focused on delivery. Earlier, libraries had sprung up rather fortuitously where sponsors exerted pressure or donors provided funds for the establishment of libraries. Library locations did not necessarily follow population size so much as they reflected existing political strength of the times. Carnegie Libraries which dot the U.S. map are a prime example of this phenomenon.

About 80 years ago bookmobile service became a nationally acceptable means of delivering services to rural peoples; and by the 1970's rural areas were commonly served by bookmobiles - local, regional or state operated. Ohio, Vermont, Maine, West Virginia, Utah, New Mexico, and Hawaii, all were providing state-operated bookmobile services to areas unserved by other libraries. Many other states subsidized bookmobile service with Library Services and Construction Act funds. LSCA was first the Library Services Act (LSA) with explicit emphasis on serving rural areas. In 1962, it was broadened to include construction of public libraries (hence LSCA), and the exclusively rural orientation was eliminated to permit urban areas to also share in the program.

Soul Searching First...

In the 1970's, largely because of high energy costs, major re-evaluation of bookmobile services began to occur. State agencies in Vermont and Maine dropped bookmobile service. Numerous library communities revised their commitment and decided that bookmobile service did not meet their needs in a cost efficient manner. Inflation also hiked the cost of large bookmobiles, which were the standard vehicle used by libraries, to about $100,000, more than doubling the costs for vehicles. Once the initial shock of gas prices was absorbed, many libraries began re-evaluating the bookmobile as a mode of delivery. Some libraries using contemporary evaluation methods, determined that bookmobile service was indeed a cost effective means to serve people. Others chose to invest in cheaper, smaller vehicles; many of which came from manufacturers other than the traditional ones. Kentucky, for example, adopted a moderately priced commercial van which was designed to the specifications adopted by the library community and resulted in saving thousands of dollars for the State.

Into the 70's libraries continued to examine priorities and evaluate methods of service deliveries. The widely held presumptions, especially among administrators with marginal service programs, that the U.S.of A. was a totally mobile society clouded much of the evaluative and priority-setting functions. These presumptions, along with belief that fixed facilities might be a better answer, simply reinforced feelings that people should come to the library. To a large extent, these presumptions continue to exist in the minds of library administrators, especially those on large urban areas and in very small communities.

Reaching out in other ways...

At the same time some librarians were trying to entice borrowers into fixed facilities other methods of reaching out were developing. The movement had started with concerns for minorities and the economically and culturally disadvantaged public in the 1960's. That effort to serve the heretofore non-user, while not discontinued, has been erratic at best and not distinctively successful. In defense of the effort to reach out, it is safe to assert that the overall quality of service to these groups did improve even if some spectacular efforts did not live up to their initial billings.

Handicapped...

Federal emphasis in the 1970's also directed libraries to serve the handicapped and institutionalized person. Attention was now focused on building remodeling such as, ramps and elevators and a need to "take" services to new groups. Consistent with both of the above efforts and a method to resolve the service frustrations was service to homebound persons. Various definitions were utilized but the intent was to bring the library to everyone who would use it. This service has persisted though successes seem to fluctuate with staff commitment, degree of careful planning and valid need assessment. Types of out-reach programs make up a veritable alphabet. They included special language collections for ethnic groups, deposit collections in community action centers, ethnic film collections, coordinators for organization liaison, services to Nursing homes, to jails, to disadvantaged youth as well as others.

State Standards have emphasized services to people and methods outlined would move in the direction of reaching out. However, needs of people seem to multiply. In recent years the demand has increased for new services; the pressure has also been felt to respond to new technologies. The new services, such as films, video cassettes, microcomputers does not necessarily draw in new users so much as provide added service to traditional users. The "catch-up" gap for rural people may be significant since rural libraries typically are far down the continuum of service delivery in contrast to urban or suburban libraries.

Rural publics still tend to have inadequate or no service. Ohio Standards suggest that a library facilitiy be within one hour round trip to every citizen. This standard assumes mobility and motivation on the part of the potential user, the ability of the library staff to respond should the user make the trip. These assumptions are of dubious validity; they appear off target for rural people and rural libraries. Much effort has been exerted to rural populations to improve the quality of services. The net result however, has been less than dramatic.

Cooperative Library systems have been one source of improvement on the rural scene. In Ohio, for example, all but a few rural libraries are affiliated with a cooperative system. These loosely organized geographically close counties are designed to make available services to rural populations that rival very closely services found in urban areas. Funded heavily by LSCA, these systems provide services such as: interlibrary loan, films, reference access, continuing education, collection development, and more recently access to automation and automation assistance. A patron is now able to request a title or subject and be able to get the item or information 60% to 80% of the time through a system network; this network can tie together regional librar-

ies or go out of the region to a resource library; a variety of other services is also made available without major barriers such as union lists, printing services, consultant help, etc.

It should be noted, that most rural libraries are still near a barebones level funding with resources well below a figure to meet standards. Assumptions about the rural patron relative to publicizing library service or responding to specific needs are not yet being reasonably made by many library administrators, nor by the library body politic.

Experience shows that the bookmobile can respond to the people effectively. The bookmobile can come close to the rural door. The bookmobile staff are people-oriented who select resources to meet real user demands. The bookmobile can be responsive to local conditions relative to time of day and to locations most likely to attract users. Success of bookmobile services as a viable service in rural areas can be documented in innumerable cases.

Bookmobile service, at least in some communities, can often target services to meet very specific needs. Currently, some bookmobile programs serve as the basic resource for programs to alleviate illiteracy, assist basic adult education programs, provide service to senior citizens, nursing homes, and child care centers. The developmentally disabled, as well as isolated short term service needs and school service is a controversial issue for bookmobile services as most public librarians believe in quality school libraries being preferable to bookmobile service. There is a common perception that bookmobile service or deposits from the public library deter school library development and drain public library funds at the same time; however, school library service is generally inadequate or non-existent in rural areas. The children have minimal exposure to books. Parents must transport children - often significant distances-to an inadequate library for whatever reading and related materials they can get. A large percentage of parents cannot or will not make that extra effort. Hence, the bookmobile may be the only exposure many rural youth have to library services and books.

Bookmobile service certainly does not answer all the problems of library services to geographically isolated peoples. Nor does it supplant a quality library. Nor should any analysis overlook the problems that inadequate, poorly planned, poorly funded bookmobiles can create. There is no place to hide inadequacy. Bookmobile service must be planned well, staffed with just the right people, be flexible and be supported so that its already tenuous service system does not fail much like any programs offered by a library. The price of failure though in a rural area is high, probably higher than anywhere. A second chance is seldom given by the public if service fails to meet expectations, or early promises.

Bookmobile service is not the only means of delivering library services to rural areas. In addition to bookmobile service and the other outreach services referred to above, two other types of delivery have surfaced in recent years.

Mailing books to readers from pre-printed mail order type catalogs has had much success. This service can be delivered to anyone having access to the U.S. mail. It has been used to replace bookmobile service in many areas. It has also been used to target inner city or homebound or otherwise isolated people. It can go almost anywhere. The States of Maine and Vermont book-

mobile services with Books by Mail programs. While mailing books does reach many rural people, there are disadvantages to this type service. Rural sociologists suggest that the loss of human interaction is not insignificant. The cost of postage may impact as much on that service as the cost of gasoline and vehicles has on bookmobiles. More rural people need such services as reference, advisory assistance, reserves. Adding these to mail delivery increases costs dramatically. Clearly, as an alternative to nothing or a long drive to a fixed facility, mail service, can serve needs and Statistical Use can be significant, in well designed programs.

In West Virginia instant and portable buildings have replaced State Administered bookmobile service. Highly economical structures are located wherever feasible. Reports indicate significant success and satisfaction over previously unreliable bookmobile service. As with mail service, a planner would need to evaluate if this approach meets a higher percent of needs relative to cost than does well planned bookmobile service. Advantages to this multiplication of buildings are real. Some of the disadvantages of both bookmobile and mail delivery are overcome. Such buildings can be electronically connected to a network delivering many support services. As part of a carefully worked out system including long term support and staff training, it can deliver good service. The major question is deciding how many bookmobile stops can efficiently be transferred to such instant or portable libraries. To reduce distances for people to travel to 15 minutes for example, requires many such buildings. In Ohio, the State Library alone has over 350 bookmobile stops in 15 counties. Such numbers might challenge even the most ambitious of portable structures program.

Efforts to serve rural people in the U.S. has recently focused on delivery costs, quality and methods. Slowly, the library community is beginning to cope with the complexities of rural services. As suggested earlier, service needs of library users are in a state of change as technology offers opportunities to ultimately improve quality of service; these efforts can drain funds and administrative energy needed to continue the effort to reach out to the non user and underuser.

The Rural Library Newsletter edited by John Houlahan from Sioux City, Iowa and the Center for the Study of Rural Librarianship, in Clarion, PA under the guidance of Dr. Bernard Vavrek reflect the needs to improve the quality of library service to rural Americans. The National Commission of Libraries and Information Service (NCLIS) has provided legislative direction for a national advisory board under the U.S. Department of Agriculture to foster the provision of information to rural people. This action should result in firmer coordinated directions nationally.